
REPORT
ON THE
MAYO COLLEGE
ASMER,
RAJPUTANA
For 1922-23.

REPORT
ON THE
MAYO COLLEGE,
(AC)
AJMER,
RAJPUTANA
For 1922-23.

No. 6418 of 1923.

FROM

H. R. LYNCH BLOSSE, ESQUIRE, I.C.S.,

Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

TO

THE PRINCIPAL,

MAYO COLLEGE, AJMER.

Dated Mount Abu, the 4th October 1923.

SIR,

I am directed to acknowledge the receipt of your letter No. 1512/11, dated the 26th, September 1923, forwarding the annual report of the working of the Mayo College for the year ending the 30th April 1923.

2. The Hon'ble the Agent to the Governor-General has read the report with interest. In his opinion it is satisfactory and reflects great credit on you and all your staff.

I have the honour to be,

Sir,

Your most obedient servant,

H. R. LYNCH BLOSSE,

Secretary to the Hon'ble the Agent to

the Governor-General in Rajputana.

No. 1511⁹ of 1923.

FROM

F. A. LESLIE-JONES, ESQR., M.A., C.B.E.,
PRINCIPAL, MAYO COLLEGE,
AJMER.

To

THE SECRETARY TO THE HONOURABLE,
THE AGENT TO THE GOVERNOR-GENERAL,
RAJPUTANA,
MOUNT-ABU.

Dated Mayo College, Ajmer, the 20th of September 1923.

SIR,

I have the honour to submit for the information of the Hon'ble the Agent to the Governor-General and Chief Commissioner, Ajmer-Merwara the Annual Report of the working of the Mayo College for the year ending 30th, April 1923.

2. Annexure A contains a list of the Members of the General Council and the Managing Committee of the Mayo College.

The proceedings of the General Council and the Managing Committee are dealt with in a later paragraph.

3. The following changes in the staff took place;—

Mr. S. F. Madden, O.B.E., Vice-Principal returned from leave on 1st April 1922.

I much regret to have to report that Pandit Chandra Dhar Guleri Indian Assistant Master whose services were lent to the Hindu University Benares died on the 12th September 1922.

Pandit Chandra Dhar was an oriental Scholar of considerable reputation. He had an exceptional knowledge of the English language. He was an excellent teacher and disciplinarian and it is therefore a matter for great regret that death has precluded any possibility of his return to his duties at the College where his brief absence was much felt.

Munshi Debi Prasad Mathur Indian Assistant Master on the leave Reserve was appointed Indian Assistant Master of the College in the grade of 270-26-400 from the 1st November 1922.

Lala Gopi Nath Agarwal Indian Assistant Master on deputation to the Kotah State was appointed Indian Assistant Master on the Leave Reserve *vice* Munshi Debi Prasad Mathur in the grade of 100-20-200 from 1st November 1922.

Lala Shrikrishna Agarwal was appointed acting Indian Assistant Master on the Leave Reserve in the grade of 100-20-200 from 1st November 1922.

The services of Pandit Iswar Narain Kichlu Motamid Colvin House and Pandit Shyam Sundar Sharma Assistant Motamid Colvin House were dispensed with from 1st May 1922 owing to the closing of the Colvin House.

It will be seen in paragraph four that the number of boys has increased very considerably since the time when as the result of Mr. Sundaram's report (referred to on page 12 of the report for 1921-22) a budget was framed allowing for a Principal, a Vice-Principal and two English Assistants calculating that one of these would always be on leave, and also for thirteen Indian Assistants, including the Drawing Master. The rise in numbers has been maintained since the year under report and it will be a matter for consideration as to whether an increase in the staff will not have to be made to meet the burden caused by the additional bifurcation in classes. It is also I think open to doubt as to whether an average staff of three English men is adequate to carry out the ideals of the College when the numbers rise above 140.

In this connection I would like to express great gratitude to tutors both English and Indian who have voluntarily given help in the teaching work for without this help it would not have been possible to carry on the work efficiently.

THE COLLEGE ROLL.
Total number.

4. The number of boys on the College roll at the end of last year was 99. During the year, 17 boys left and 44 joined the College, leaving the total at the end of the year 126.

Withdrawals.

Annexure C. gives the names of the 17 boys who were withdrawn during the year, their ages, States and the period of their stay at the College. Fourteen of these belong to Rajputana, one to Central India and 2 to other States.

Maharaj Sawairaj Singh of Banswara left after passing the Diploma Examination.

Thakur Madho Singh of Sadara, Ajmer, Thakur Jiwan Singh of Tantoti, Ajmer and Kanwar Brijbehari Singh of Kushalgarh left to learn administrative work of their estates.

Thakur Debi Singh of Bijwar and Thakur Amar Singh of Bijwar, Alwar, left to join the Prince of Wales Military College at Dehra Dun.

The others were withdrawn on account of age or for domestic reasons.

The number of boys at the College fell steadily from 1912 when there were 202 to 1922 when there were only 99. The tide, I am glad to say, has now turned and the numbers seem to be rising as steadily as they previously fell. I find it impossible to give a really satisfactory reason either for the fall or for the rise.

It seems probable that a definite limit, possibly 150, will have to be put to our numbers unless as the result of an appeal which is being made to the supporters of the College it is found possible to re-open the Colvin House, now closed for financial reasons.

Admissions.

Annexure D. gives the names of the 44 boys who were admitted during the year with the names of their parents, dates of joining and the States from which they come.

Of the 44 new boys 38 came from Rajputana, 1 from Central India and 5 from other States.

Of the 38 Rajputana boys 10 came from Jaipur, 8 from Mewar, 6 from Marwar, 4 from Kotah, 3 from Tonk, 2 from Alwar and one each from Ajmer, Banswara, Bharatpur, Dholpur, and Dungarpur.

As regards age and attainments, the new admissions were generally fairly satisfactory, but it is still a matter for regret that parents do not yet fully appreciate the enormous disadvantage under which a boy must labour for the whole of his school career and indeed for the whole of his life if he starts his education at twelve, thirteen or fourteen. Such boys miss what they can never hope to regain.

The Bundi, Jaisalmer, Sirohi and Jhalawar States were unrepresented at the end of the year.

The distribution of the College roll at the end of the year was as follows:—

(a) Rajputana States:—

Mewar	...	...	...	...	16
Marwar	...	...	...	...	15
Kotah	...	...	...	...	13
Jaipur	...	...	...	...	12
Alwar	...	...	...	...	9
Ajmer	...	...	...	...	5

Bharatpur	...	...	...	...	5	
Dungarpur	...	...	...	...	3	
Tonk	...	...	...	...	3	
Banswara	...	...	...	...	2	
Bikaner	...	...	...	...	2	
Partabgarh	...	...	...	...	2	
Dholpur	...	...	...	...	1	
Karauli	...	...	...	...	1	
Kishengarh	...	...	...	...	1	
Shahpura	...	...	...	...	1	
				Total	...	31
(b) Central India States:—						
Gwalior	...	...	...	...	2	
Indore	...	...	...	...	2	
Alipura	...	...	...	...	1	
Charkhari	...	...	...	...	1	
Dewas, J. B.	...	...	...	...	1	
Dhar	...	...	...	...	1	
Kathiawara	...	...	...	...	1	
				Total	...	9
(c) Other States:—						
Mahikantha:—						
(1) Danta	...	...	...	...	4	
(2) Mansa	...	...	...	...	2	
(3) Mohanpur	...	...	...	...	1	
(4) Polo	...	...	...	...	1	
						8
Rewakantha:—						
(1) Lunawada	...	...	...	...	4	
(2) Baria	...	...	...	...	2	
				Total	...	6
United Provinces:—						
(1) Badaun	...	...	...	...	2	
(2) Bansi	...	...	...	...	1	
(3) Oel	...	...	...	...	1	
				Total	...	4
Bihar and Orissa:—						
(1) Dumraon	...	...	...	...	1	
(2) Gangpur	...	...	...	...	1	
(3) Patna	...	...	...	...	1	
				Total	...	3
Madras:—						
(1) Banganapalli	...	...	...	...	2	
Punjab:—						
(1) Bilaspur	...	...	...	...	1	
(2) Kapurthala	...	...	...	...	1	
				Total	...	2
Muscat	...	...	...	...	1	
						26
Grand Total						
						126

A comparison with the figures of last year shows that the number of boys from Rajputana rose from 67 to 91, the number from other States rose from 23 to 26 and the number of boys from Central India remained the same.

**AVERAGE NUMBER,
AGES AND ATTEN-
DANCE**

5. The following table gives for the last 21 years (a) the number on the College roll at the end of the year (b) the daily average number on the roll and (c) the daily average number present:—

Year.	No. on the roll at the end of the year.	Daily average number on the roll.	Daily average number present.
1902-1903	49	51	43.65
1903-1904	88	68.96	64.06
1904-1905	96	87.50	82.61
1905-1906	123	108.51	102.43
1906-1907	143	135.32	128.88
1907-1908	165	148.88	138.24
1908-1909	171	169.74	157.20
1909-1910	184	179.27	166.53
1910-1911	200	197.65	181.25
1911-1912	202	198.71	181.25
1912-1913	189	189.06	170.61
1913-1914	177	177.19	161.05
1914-1915	156	155.47	145.78
1915-1916	148	147.53	137.64
1916-1917	143	139.21	127.54
1917-1918	120	121.63	107.40
1918-1919	112	107.77	94.54
1919-1920	110	105.55	95.94
1920-1921	108	103.90	95.94
1921-1922	99	93.84	89.44
1922-1923	126	112.01	102.58

The daily average number absent with leave is 8.81 as against 3.64.

Annexure E. contains a table giving the number of boys arranged according to classes, with their ages, length of residence and the maximum, minimum and average age in each class.

The average age of each class is given below:—

	Years.	Months.
Post-Diploma Class 3rd year	21	10
Post-Diploma Class 2nd year	22	9
Post-Diploma Class 1st year	19	9
Diploma Class	19	10
Class II	18	10
Class III	17	7
Class IV	15	10
Class V	14	8
Class VI	13	10
Class VII	13	1
Class VIII a	12	11
Class VIII b	10	10

HEALTH.

6. The health of the College was well maintained.

The daily average number of boys sick was 1.25 and the average percentage of sickness was 1.21.

There was one case of acute rheumatism, one of measles and 2 of fractures during the year.

7. A detailed statement of the Income and Expenditure of the College Fund for the year 1922-23 is given in Annexure F.

FINANCE.
Income and Expenditure.

The following is a condensed statement:—

College Fund Balance Sheet.

Opening balance on 31st March 1922 in the Ajmer Treasury ...	Rs. —5,382	14	6
Receipts during the year ...	Rs. 1,65,626	8	4
Total Receipts ...	Rs. 1,60,243	9	10
Expenditure during the year ...	Rs. 1,42,058	2	0
Closing balance on 31st March 1923 ...	Rs. 18,185	7	10

The foregoing statement includes among the receipts the annual subsidy from Government amounting to Rs. 53,418/- but does not include the sum expended from Imperial funds upon the upkeep of Imperial buildings and roads amounting to Rs. 4,998-13-5.

The total expenditure from Imperial Funds thus amounts to Rs. 58,416-13-5.

A detailed statement of the Income and Expenditure for the maintenance of the Post Diploma Classes for the year 1922-23 is given in Annexure G.

Maintenance of the Post-Diploma Classes.

The following is a condensed statement:—

Opening balance on 31st March 1922 ...	Rs. 1,55,108	4	11
Receipts during the year ...	Rs. 33,184	12	0
Total Receipts ...	Rs. 1,88,293	0	11
Expenditure during the year ...	Rs. 30,256	10	5
Closing balance on 31st March 1923:—			
Invested in 6% U. P. Bonds of 1941 ...	Rs. 45,900	0	0
Invested in 5% Government War Loan of 1945-55 ...	Rs. 15,000	0	0
Invested in 5½% Government War Loan of 1925 ...	Rs. 56,000	0	0
Fixed deposit in the Alliance Bank of Simla Limited bearing interest at 5% ...	Rs. 4,000	0	0
	Rs. 1,20,900	0	0
In the Ajmer Treasury ...	Rs. 37,136	6	6
	Rs. 1,58,036	6	6

A detailed statement of the income and expenditure of the Play and Medical Fund and Games and Stationery Fund for the year 1922-23 is given in Annexure H.

Play and Medical Fund and Games and Stationery Fund.

The following is a condensed statement:—

Receipts during the year ...	Rs. 16,465	13	6
Expenditure during the year ...	Rs. 15,171	11	8
Closing balance on 31st March 1923 ...	Rs. 1,294	1	10

Under the new system of having a separate games fund, games have now become self-supporting and with a further increase of numbers it may be possible to reduce the subscription, but it is well to have a substantial reserve in a fund of this nature. It seems probable moreover that the fund will have to bear in part at least some fairly heavy expenditure on the cricket ground, which has been most adversely affected by the great shortage in the rainfall during the past six years.

Expenditure by the States.

The cost of maintenance of the nine Boarding Houses (excluding contributational works) amounted to Rs. 24,393-13-5. The cost of the contributational works defrayed by the States amounted to Rs. 5,486-9-6.

The ordinary expenditure by the States thus comes to Rs. 29,880-6-11, as against Rs. 33,833-10-10, last year.

Fees from boys from States outside Rajputana and Central India.

The annual fees from boys from States outside Rajputana and Central India amounted to Rs. 25,600/- as against Rs. 24,350/- last year and are included in the receipts of the College Fund.

Fees from Rajputana and Central India boys.

The fees from the Rajputana and Central India boys amounted to Rs. 13,704 as against Rs. 9,334/- last year.

Students Account, Athletic Fund.

The receipts of the Athletic Fund from Voluntary subscriptions and sale of College squadron buttons, squash racquet balls, hockey sticks, peacock badges and shoulder chains amounted to Rs. 553-0-6. A sum of Rs. 347-10-10 was spent in the purchase of squash balls, peacock badges and shoulder chains.

The excess of income over expenditure is due to the sale of surplus stock paid for in the previous year.

Temple Fund.

The Temple Fund which is maintained by voluntary subscriptions received Rs. 641-8-0 during the year. A sum of Rs. 502-14-0 was spent on the temple service.

The Temple Fund is now in a satisfactory position.

Budget Estimates for 1923-24.
Mayo College Fund.

The Budget estimate of the Mayo College Fund for 1923-24 is given in Annexure I.

The Income of the Mayo College Fund including subscriptions from the Games Fund and Post Diploma Course Fund is estimated at Rs. 1,67,538 against which an expenditure of Rs. 1,44,545 is proposed leaving a surplus of Rs. 22,993.

Post Diploma Course Fund.

The Budget Estimate of the Post Diploma Course Fund for the year 1923-24 is given in Annexure J.

The income of the Post Diploma Course Fund being the donations from Princes and interest on unutilized amounts is estimated at Rs. 45,580 and the expenditure at Rs. 31,535 giving a surplus of Rs. 14,045.

Play and Medical Fund and Games and Stationery Fund.

The Budget Estimate of the Play and Medical Fund and Games and Stationery Fund for the year 1923-24 is given in Annexure K.

The income of the Play and Medical Fund and Games and Stationery Fund is estimated at Rs. 20,255 against which an expenditure of Rs. 17,000 is proposed leaving a surplus of Rs. 3,255.

It will be seen that from a financial point of view the year 1922-23 was very successful. In 1921-22 there was a debit balance of Rs. 5,383/-. This debit balance as a result of the working of the year 1922-23 was converted into a credit balance of Rs. 18,185. This was effected partly by economies, partly by increased charges in fees and subscriptions and partly by the introduction of a scheme by which the Post Diploma Fund was made to pay its fair share of the expenses of the College. Provided that the College maintains its present popularity, the financial position of the College would now appear to be sound and it is satisfactory to note that even without the contribution from the post-diploma fund which amounts to Rs. 13,830/- the College Fund would still be solvent. I note this because no pledge has ever been given by the States which at present support the post-diploma classes that they will continue to do so indefinitely. I sincerely trust that they will for quite apart from the increased financial stability which the fund gives to the College, I regard the classes themselves as being most useful. The labour and expense entailed in view of the smallness of the classes is very great; on the other hand it is just this smallness of numbers which gives them their peculiar value. Possibly in no other institution in India do young men get such an opportunity of acquiring real education and culture.

An appeal has recently been sent to the Princes and other friends and supporters of the College for funds to meet the more pressing requirements of the College. Chief among these is our desperate need of electric power for lighting and fans. I have more than once found an opportunity of pointing how far behind the times the Mayo College is in this respect and how trying are the conditions in the hot weather under which boys and masters are expected to work. The Aitchison College, Lahore has had the benefit of electric power for the last ten years; more recently the Rajkumar College, Rajkot and the Rajkumar College, Raipur have been installed with electric light and fans. It would therefore seem to be high time that the Mayo College, the premier institution of its kind in India should not suffer in efficiency, as it most undoubtedly does, through lack of a convenience which is now to be found in most of the first class educational institutions in India. This is the first requirement of the College and it is very real, very pressing. The Bombay, Baroda and Central India Railway, Company will shortly be in a position to supply the power and this will greatly reduce the cost of the scheme, which including the cost of installing all the State Boarding Houses and the Ajmer Boarding House, should not exceed one lakh.

REQUIREMENTS.

Another requirement is the purchase of the Hathwa House, which would remove the anomaly of a State outside Rajputana owning property in the College grounds, built on College land for which no ground rent is paid.

It is also desired to establish a College shop and do away with the present system of Modis; but before this could be attempted a considerable amount of capital would have to be laid down.

The need of New Temple has been referred to in previous reports. A certain amount of money has already been subscribed some of which unfortunately was invested in the Alliance Bank of Simla now in liquidation. The New Temple is however a matter in which His Highness the Maharaja of Alwar has kindly interested himself and I hope that on his return from England some definite progress may be made in the matter. The building of the new Temple is not one of the objects which have been included in the appeal I have referred to as money has already been contributed for its erection and the scheme is under the very special patronage of His Highness the Maharaja of Alwar.

I trust however that for the other more general requirements of the College, which would also include the establishment of a capital fund which would render it possible to re-open the Colvin House, the appeal made may meet with a generous response.

9. The course of studies was practically unchanged and is given in Annexure J, together with the class time-table and a table showing the number of boys following different courses.

SCHOOL WORK.

The Diploma Examination was conducted in April 1923 under the orders of the Government of India by Mr. J. A. Richey C.I.E., Educational Commissioner with the Government of India.

Annual Examination, Diploma Class.

The papers set for the Diploma Class are given in Annexure M and the result for all the Chiefs' Colleges in Annexure O.

The written examination lasted from 4th to 12th April 1923 while the oral and practical tests were taken by the examiner during the inspection of the College.

Nine candidates from the Mayo College appeared for the Diploma Examination, 6 of whom were successful. Four of the successful candidates were placed in the Second Division and two in the Third. Three candidates gained distinction in one or more subjects. The result which exceeded my most sanguine expectations reflects great credit on the teaching staff.

The total number of boys in the three Post Diploma classes was 7.

Post-Diploma Classes

Four candidates appeared for the Higher Diploma examination all of whom were successful.

They are:—

1. Sheikh Ahsan Muhammad of Shaikhupur, Badaun.
2. Kanwar Rajendra Singh of Kapurthala.
3. Kanwar Raghuraj Singh of Alipura, Central India.
4. Kanwar Shyam Narayan Dube of Indore.

The result was exceedingly good: all the candidates did well. Sheikh Ahsan Muhammad and Kanwar Rajendra Singh specially distinguished themselves.

1st and 2nd year Post
Diploma Classes and Classes
below the Diploma.

The examination of the 1st and 2nd year Post Diploma Classes and Classes II and III was conducted by means of written papers and that of the lower classes was mainly oral.

In all classes out of 126 boys on the roll 115 were present at the examination.

The following is a summary of the results of all the examinations: -

Class.					No. of boys in class.	Number examined	Number passed in all subjects.	Number failed in one or more subjects.
Post-Diploma Class 3rd year	...	...	...	...	4	4	4	...
" " 2nd year	...	...	...	...	1	1	1	...
" " 1st year	...	...	...	...	2	2	1	1
Diploma Class	...	...	...	...	12	9	6	3
Class II	...	...	...	...	8	5	3	2
" III	...	...	...	...	12	10	3	7
" IV	...	...	...	...	12	12	9	3
" V	...	...	...	...	14	13	8	5
" VI	...	...	...	...	17	16	10	6
" VII	...	...	...	...	13	13	6	7
" VIII—A...	...	...	...	...	18	17	11	6
" VIII—B...	...	...	...	...	13	13	8	5
Total					126	115	70	45

Altogether 70 out of 115 boys examined passed in all subjects, the percentage of passes being 60·87 as against 48·91 last year.

Inspection.

The Inspection of the College was conducted by Mr. J. A. Richey C.I.E., Educational Commissioner with the Government of India. His report on the Mayo College is printed in Annexure P.

In this connection I would point out that the financial position of the College is even more favourable at present than his figures would show. At the time of the Inspector's visit the financial year was not complete and the actual position was not known.

With regard to the Inspector's remarks on the pay of the Indian Staff and his suggestion that it is due to the inadequacy of their pay that Indian Masters are allowed to take private tuition, I would point out that while I am glad to be able to allow the Indian Staff to increase their emoluments in a legitimate way, this is not the *raison d'être* of the system. Parents and guardians often desire their sons or wards to have special

coaching in subjects in which they are backward. They want the best coaching possible and I can give them no better coaches than members of the Staff. The system is in vogue in many Public Schools in England and seems to me to be unobjectionable. The suggestion made by the Inspector of assigning most of the work of any one class to one master is a counsel of perfection, which, with our limited staff and the wide range of subjects, it would not be possible to carry out.

I cannot agree with the Inspector's suggestion that the school working hours should extend from 10 to 1 and 2 to 3.30, with an hour's break in the middle. Some of the houses are half a mile from the main building and in the heat of the day the extra walk, for some boys, of nearly a mile would I think prove more exhausting than even the strain of working continuously from 10 to 2. It is to be remembered moreover that a boy's duties do not begin and end with his school work. There are compulsory exercises in the early morning, compulsory games in the afternoon, temple services in the morning for the junior, in the evening for the senior boys. If the boys are to have any time for private reading upon the value of which stress is laid by the Inspector in his report, it is difficult to see what time they would get for it, if they return to their houses about four and have to turn out for games on the average throughout the year at five. There are also the Indian Masters to be considered: they have to take their share in supervising games and, there being no masters quarters, some of them live at a distance of from two to three miles from the College. The hours advocated by the Inspector were in vogue when I came to the College. I changed them to the present hours, to the immense relief, I believe, of masters and boys alike.

The report may I hope be regarded as generally very satisfactory.

10. Cricket Matches were played by 5 elevens as follows:—

OUT-DOOR LIFE
Cricket.

Teams.	Matches.	Won.	Lost.	Drawn.
1st XI.—A. Team	13	7	4	2
2nd XI	6	4	0	2
3rd XI	7	3	2	2
4th XI	6	5	1	0
5th XI	1	1	0	0
Total ...	33	20	7	6

The College 1st XI distinguished itself by winning the Colvin Shield Cricket Tournament defeating in succession the Government College, Ajmer, the Bisset Institute, Abu Road and the Alwar State Team.

Football matches were played by 4 elevens as follows:—

Football.

Teams.	Matches.	Won.	Lost.	Drawn.
1st XI and A Team	7	3	3	1
2nd XI	8	4	3	1
3rd XI	5	2	2	1
4th XI	3	1	2	...
Total ...	23	10	10	3

Hockey.

Hockey matches were played by 5 elevens as follows:—

Teams.					Matches.	Won.	Lost.	Drawn.
1st XI	...	...	...	...	11	3	5	3
2nd XI	...	...	...	...	9	4	4	1
3rd XI	...	...	...	...	2	1	1	0
4th XI	...	...	...	...	7	3	3	1
5th XI	...	...	...	...	1	0	0	1
Total					30	11	13	6

Patiala Shield Competition.

The annual competition against the Aitchison College, Lahore did not take place this year as, unfortunately, owing to financial stringency it was found impossible to meet the expenses involved in a visit to Lahore.

Athletic Sports.

There were the usual five Divisions for Athletic Sports. The method of fixing a standard for each event in each Division was continued, and with a very few exceptions the standard was attained. There were no new records set up this year.

Inter-House Tournaments.

For the Cricket Cup the houses were divided into three groups, both Seniors and Juniors. The Portman Cricket Cup was won by the group consisting of Ajmer, Jodhpur, Bikaner and Tonk, and the Junior Cricket Cup by the group consisting of Alwar, Bharatpur and Outsiders.

The league system of playing matches was adopted in both competitions.

For the Football Cups the system adopted in the previous year, of playing six a side was continued. There were seven competing teams both for Seniors and Juniors. The Senior Cup was won by the combined Bikaner and Bharatpur Team, and the Junior Cup by the Outsiders.

The Senior Tug of War Cup was won by the Alwar House and the Junior by the Kotah House.

The Boys from Houses outside the State Boarding Houses won the Narsingarh Athletic Shield.

The Ajmer House won the Victor Narayan Tennis Cup.

The Tent-pegging Cup was won by the half section representing the outsiders.

The Panna Cup for Horsemastership was not awarded.

There was no competition held this year for the Physical Drill Cups.

Boarding Houses.

11. The distribution of boys by houses at the end of the year was as follows.—

Ajmer House	...	...	...	...	11
Alwar House	...	...	...	...	13
Bharatpur House	...	...	...	...	6
Bikaner House	...	...	...	...	9
Jhalawar House	...	...	...	...	8
Jaipur House	...	...	...	...	13

Jodhpur House	...	...	...	...	12
Kotah House	...	...	...	...	14
Tonk House	...	...	...	...	4
Udaipur House	...	...	...	...	16
New Bharatpur House	...	...	...	---	3
Kashmir House	...	...	...	...	1
Hathwa House	...	---	...	...	1
Principal's House	...	...	...	...	3
Vice Principal's House	...	...	...	...	1
First Assistant Master's House	...	...	...	...	2
Second Assistant Master's House	...	...	...	...	1
Day Boys	...	...	...	...	8
Total					126

The prizes for the house gardens were adjudged by Mr. and Mrs. C. Murray and Mrs. Ross who awarded Her Excellency Lady Willingdon's Cup for the best house garden to the Jodhpur House.

House Gardens.

At the Ajmer Flower Show the College gardens secured 48 prizes.

The Monitors were 6 in number. Kanwar Shyam Narayan Dube of Indore was Head Monitor. The Monitors, I think did well throughout the year, and generally showed themselves worthy of the confidence placed in them. Kanwar Shyam Narayan Dube set an extremely good example and showed that he appreciated the importance of his position and his leadership did much to inspire the others. It will take a long time before the average senior Indian boy can learn to play the part taken by the English Public School prefect. But a beginning has undoubtedly been made and I feel optimistic with regard to the final result however long our embryos may take in reaching maturity.

Monitors.

12. The Annual prize-giving took place on the 26th January 1923 when His Excellency the Viceroy Lord Reading presided and distributed prizes.

NOTE-WORTHY
EVENTS.
Prize-giving.

An account of the proceedings is given in February Number of the College Magazine 1923.

The Prize-giving was attended by the following Ruling Princes and Chiefs:—

His Highness the Maharao Raja of Bundi.

„ „ „ Maharaja of Kishengarh.

„ „ „ Maharaja of Jaipur.

„ „ „ Maharawat of Partabgarh.

The Raja Dhiraj of Shahpura, some 40 old boys and a large number of visitors both English and Indian were also present.

After the Prize-giving Their Excellencies were entertained by the Old Boys' Association and the Principal and Mrs. Leslie-Jones on the Cricket ground. A very large number of guests both English and Indian was present and the Old Boys' Association took the opportunity, graciously afforded to them, of presenting an address to His Excellency in a silver casket.

The Old Boys Gathering was held in connection with the prize-giving. Cricket and Tennis matches were played between the Past and the Present.

Old Boys Gathering.

Meeting of the General Council.

A meeting of the General Council was held on the 23rd February 1923 when the Hon'ble the Agent to the Governor-General, Rajputana and 14 members and representatives of Members were present.

The Council having considered the report on the finances prepared by Mr. V. S. Sundaram, Financial Advisor to the Mayo College and the resolutions passed at a meeting of the Managing Committee held on the 28th March 1922, passed the following resolutions:—

(1) That the Post-Diploma Fund should bear its proportionate share of the teaching and other charges.

(2) That in framing budget estimates allowance should be made for savings effected by members of the English staff going on leave.

(3) That a reduction in expenses might be effected under the head Garden and Conservancy and the Principal was asked to work out details with a view to effect a reduction of Rs. 1,500.

(4) That a reduction might be effected under the heads Servants, Telephone charges and the Principal was asked to effect a saving of Rs. 1,000/- under the above heads.

(5) That the Colvin House as a Boarding House for smaller boys must be closed. That when the number of boys in the College exceeds the amount of accommodation offered in the other houses the Colvin House might be re-opened as a self supporting Boarding House on the same lines as the Ajmer House, the number of such surplus boys sufficient to do this being about ten.

(6) That one clerk should come under reduction.

(7) That the scheme prepared by the Principal for effecting a reduction of expenses under the head Games and Play Establishment involving a reorganization of the present Book, Play and Medical Fund be accepted tentatively for one year.

(8) That the Jhalawar House should not be closed as a Boarding House for Post-Diploma students as its maintenance was vital to the efficiency of the College and of the Post-Diploma Class.

(9) That the same fees should be charged from boys of Central India reading at the Mayo College as would be charged if they entered the Daly College Indore.

(10) That higher fees should not be levied from boys reading in the Post-Diploma Class.

(11) The Council approved of the action of the Vice-President in authorizing the Principal to take action on the above resolutions in anticipation of the sanction of the General Council.

(12) That the views of Darbars with regard to the appointment of Notamids should be considered by the Managing Committee which should be asked to put up a definite resolution for the consideration of the Council.

(13) That the proposal of the Principal that Good Friday should be added to the list of occasional holidays observed at the College should be accepted and that the Managing Committee should be empowered to decide such matters in future.

Meeting of the Managing Committee.

A meeting of the Managing Committee was held on the 26th April 1923 when the Convener and 4 Members and representatives of Members were present:—

(1) The Committee after considering the report of the Committee of Old Boys appointed to consider the possibility of reducing kitchen expenses resolved that they were in favour of the establishment of the messing system and the Principal was asked to address the various Darbars asking for their co-operation in the matter. They considered that the question of the abolition of the Modi system should be postponed until the messing system had been established and developed.

- (2) The Committee after considering the views of the various Darbars regarding the appointment of Motamids of a better class were of opinion that the principal function of House Motamids should be the maintenance of order and a good tone in their houses and that their teaching work should be regarded as subsidiary. Accordingly the Committee recommended to the consideration of Darbars who maintain boarding houses that gentlemen of high social position and character and mature years whom boys would look up to and respect should be appointed in charge of their houses. If the term 'Motamid' were considered inappropriate, to such gentlemen, the title House Sardar could be substituted. House or Private tutors, if maintained in boarding houses would be subordinate to the House Sardars.

The Committee further recorded their opinion that while educational qualifications in a Motamid were desirable, they should be considered secondary to the qualifications mentioned in the previous part of the resolution.

- (3) & (4) The Committee considered and passed the Budget Estimates of the Mayo College Fund and the Post-Diploma Course Fund for the year 1923-24 and recommended that such balance as might from time to time be available should be invested and that the Principal should be empowered to invest such balance in any authorised security.
- (5) The Committee considered and passed the Budget Estimate of the Play and Medical Fund and Games and Stationery Fund for the year 1923-24 and recommended that the Principal should consider the possibility of reducing the subscription to the Fund.

13. Both scholastically and financially the year under report may, I hope, be regarded as successful.

Conclusion.

Of the moral tone of the institution it is much more difficult to speak with any confidence. I am however daily in the College and I visit every class regularly. There is a friendly, cheery frank spirit to be noticed, (it is always commented upon by casual visitors to the College) which would seem to denote that the tone is good. That this is so is to great extent due to the attitude adopted by the Indian Masters in their dealings with the boys: to a still greater extent is it due, I believe, to the influence exerted by my English Assistants who have control of the boarding houses.

Normally the Principal is only supposed to have two such, one always being on leave. An English Public School Master would have at the most some sixty boys with inherited Public School traditions in his charge, absolutely under his control: these boys would all be collected under one roof. Here my House Masters, my two English Assistants, have an equal number of boys for whom they are responsible: these boys live in no less than eleven houses, they have not yet got the Public School tradition and they have got servants. The task is gigantic and the amount of success marvellous and for this I should like to call special attention to the work of my English Assistants Mr. S. F. Madden, O.B.E., Colonel C. C. H. Twiss, D.S.O., and Mr. W. Fanshawe.

I should also like to express my gratitude to all Tutor-Guardians who have given me voluntary assistance and especially to Major G. Howson, O.I.E., M.C., tutor to the Maharaj Kumar of Dumraon who has rendered Mr. Fanshawe so much help in training the College Cadet Corps.

I have the honour to be,

Sir,

Your most obedient servant,

F. A. LESLIE JONES,
Principal, Mayo College, Aimer

ANNEXURES.

- ANNEXURE.—A. List of the Members of the General Council and the Managing Committee of the College.
- „ B. List of the College Staff on the 30th April 1923.
- „ C. Withdrawals.
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- „ E. List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
- „ F. Statement of Income and Expenditure of the College Fund.
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- „ H. Statement of Income and Expenditure of the Play and Medical Fund and Games and Stationery Fund.
- „ I. Budget Estimate of the Mayo College Fund for 1923-24.
- „ J. Budget Estimate of the Post-Diploma Course Fund for 1923-24.
- „ K. Budget Estimate of the Play and the Medical Fund and Games and Stationery Fund for 1923-24.
- „ L. Schedule of work done during 1922-23, class time-table and table of boys following different courses.
- „ M. Papers for Higher Diploma Examination 1923.
- „ N. Papers for Diploma Examination 1923.
- „ O. Result of all the Chiefs' Colleges Diploma Examination for 1923.
- „ P. Inspectors' Report on the Mayo College.
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- „ R. Detailed results of the Annual Examination.
- „ S. Time table of Out-door Exercises.
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ANNEXURE A.

List of the Members of the General Council of the Mayo College, Ajmer, 1923.

PRESIDENT.

His Excellency the Viceroy.

VICE-PRESIDENT.

The Hon'ble the Agent to the Governor-General in Rajputana.

MEMBERS.

RAJPUTANA.

His Highness the Maharaja of Alwar.
 His Highness the Maharawal of Banswara.
 His Highness the Maharaja of Bharatpur.
 His Highness the Maharaja of Bikaner.
 His Highness the Maharao Raja of Bundi.
 His Highness the Maharaj Rana of Dholpur.
 His Highness the Maharawal of Dungarpur.
 His Highness the Maharaja of Jaipur.
 His Highness the Maharawal of Jaisalmer.
 His Highness the Maharaj Rana of Jhalawar.
 His Highness the Maharaja of Jodhpur.
 His Highness the Maharaja of Karauli.
 His Highness the Maharaja of Kishengarh.
 His Highness the Maharao of Kotah.
 His Highness the Maharawat of Partabgarh.
 His Highness the Maharao of Sirohi.
 His Highness the Nawab of Tonk.
 His Highness the Maharana of Udaipur.

CENTRAL INDIA.

His Highness the Maharaja of Dhar.
 His Highness the Maharaja Scindia of Gwalior.
 His Highness the Maharaja of Rutlam.
 His Highness the Raja of Sailana.

BOMBAY.

His Highness the Maharaja Gaekwar of Baroda.

KASHMIR.

His Highness the Maharaja of Kashmir.

The Hon'ble the Agent to the Governor-General in Central India.

The Commissioner of Ajmer-Merwara.

The Military Adviser-in-Chief, Indian State Forces.

The Educational Commissioner with the Government of India.

Major H. R. Lawrence I.A., Political Agent, Haraoti and Tonk.

Lt.-Colonel C. E. Luard I.A., Political Agent, Bhopal.

Lt.-Colonel S. B. A. Patterson, C.I.E., I.A., Resident, Jaipur.

Mr. W. H. J. Wilkinson, C.I.E., I.O.S., Resident, Mewar.

Lt.-Colonel H. B. St. John, C.I.E., C.B.E., Political Agent, Eastern Rajputana States.

Mr. L. W. Reynolds C.I.E., M.O., I.O.S., Resident, Western Rajputana States.

The Principal, Mayo College (*Ex-Officio*, Secretary.)

**List of the Members of the Managing Committee of
the Mayo College, Ajmer, 1923.**

PRINCES ELECTED:

1. His Highness the Maharaja of Alwar.
2. His Highness the Maharao of Kotah.
3. His Highness the Maharaj Rana of Jhalawar.
4. His Highness the Maharaj Rana of Dholpur.
5. His Highness the Maharaja of Kishangarh.
6. His Highness the Maharaja of Bharatpur.
7. His Highness the Maharana of Udaipur.
8. His Highness the Maharaja Scindia of Gwalior.
9. His Highness the Maharaja Gaekwar of Baroda.
10. His Highness the Maharaja of Kashmir.

**PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL, RAJPUTANA.**

11. His Highness the Maharao Raja of Bundi.
12. His Highness the Maharawal of Banswara.
13. His Highness the Maharawal of Jaisalmer.

**PRINCES NOMINATED BY THE HON'BLE THE AGENT TO THE
GOVERNOR-GENERAL, CENTRAL INDIA.**

14. His Highness the Maharaja of Dhar.
15. His Highness the Maharaja of Rutlam.

**POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL, RAJPUTANA.**

16. Mr. W. H. J. Wilkinson, C.I.E., Resident, Mewar.

**POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT
TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.**

17. Lt.-Colonel C. E. Luard, M.A., I.A., Political Agent, Bhopal.

CONVENER.

18. The Commissioner of Ajmer-Merwara.

ANNEXURE B.

List of the College Staff on the 30th April 1923.

F. A. Leslie-Jones Esqr., M.A., O.B.E., *Principal.*

S. F. Madden Esqr., B.A., O.B.E., *Vice-Principal.*

Lt.-Colonel C. C. H. Twiss B.A., D.S.O., *English Assistant Master.*

W. Fanshawe Esqr., M.A., F.R.G.S., *English Assistant Master.*

Indian Assistant Masters.

Maulvi Ghaffar Husain A. Saiyad, M.A., LL.B.

Pandit Lakshman Ganesh Sathe, M.A.

Munshi Gopi Nath Mathur, B.A.

Babu Ram Chandra Mukerji, M.A.

Munshi Debi Prasad Mathur, B.A.

Maulvi Saiyad Abdul Wahid, M.A.

Pandit Shyam Sunder Sharma, B.A., C.T.

Lala Bhagwat Saran, B.A.

Bhai Uttam Singh, Drawing Master.

Lala Harcharan Dass, B.A., L.T.

Lala Gopi Nath Agarwal B.A., on Reserve list, on deputation to Kotah State.

Lala Shri Krishna Agarwal B.A., Acting.

Religious Instructor.

Mahamahopadeshak, Punjab Bhushan, Pandit Bülaki Ram Shastri, Vidyasagar, on deputation to Bharatpur State.

Pandit Shanker Lal, Acting.

Medical Officer.

Lt.-Colonel G. D. Franklin C.B.E., B.A., M.B., B.C., (Cantab) M.R.C.P., (London).

Sub-Assistant Surgeon.

Rai Sahib Babu Brindaban Chandra Sur.

Riding Master.

Dafadar Magan Singh.

Superintendent of Games.

Mr. M. Ghose.

ANNEXURE C.

Withdrawals during the year 1922-23.

S.	Names of boys	AGES.		States to which they belong.	PERIOD OF THEIR STAY AT THE COLLEGE		REMARKS.
		Years.	Months.		Years.	Months.	
1	Sardar Trilochan Singh of Amritsar ...	21	5	Punjab ... ..	...	6	
2	Maharaj Sawairaj Singh of Banswara ...	17	8	Banswara	7	10	
3	Kanwar Giriraj Singh of Bharatpur ...	17	7	Bharatpur	7	10	
4	Maharaj Mehtab Singh of Bamulia ...	20	4	Kotah	7	11	
5	Rao Raja Akhai Singh of Harsore ...	19	2	Marwar	4	9	
6	Thakur Madho Singh of Sadara	19	5	Ajmer	7	3	
7	Kanwar Brijbehari Singh	17	2	Kushalgarh	4	8	
8	Thakur Jiwan Singh of Tantoti	18	7	Ajmer	5	5	
9	Kanwar Mool Singh	20	4	Narsingarh C. I.	2	7	
10	Thakur Devi Singh of Bijwar	19	8	Alwar	9	3	
11	Thakur Amar Singh of Bijwar	15	4	Alwar	5	3	
12	Maharaj Devi Singh of Alsar	18	8	Bikaner	6	1	
13	Kanwar Ramnath Singh	15	6	Alwar	6	2	
14	Kanwar Venkaraman Ramanuj Prasad Singh of Thal	15	1	Kishengarh	3	1	
15	Rao Udit Narayan Singh	14	6	Khimsepur. U. P. ... ..	...	9	
16	Kanwar Bijai Singh of Alsar	16	8	Bikaner	6	4	
17	Kanwar Bhanwar Singh	17	2	Bharatpur	5	3	

ANNEXURE D.

No.	Names of Boys.	Names of Parents.	States from which they come.	Date of Joining.	AGE AT THE TIME OF JOINING.		REMARKS.
					Years.	Months.	
1	H. H. Maharaja Arimardan Singh	...	H. H. Maharaja Ganga Singh of Charkhari	...	18	6	
2	Kanwar Girdraj Singh	...	Kanwar Chitar Singh	...	10	7	
3	Bhanwar Praveen Singh	...	Kanwar Raghunath Singh	...	12	7	
4	Raja Kalyan Singh	...	Raja Jagmal Singh of Bhinai	...	8	8	
5	Sahibzadah Ufat Ali Khan	...	Sahibzadah Itikhar Ali Khan of Tonk	...	11	1	
6	Sahibzadah Sadiq Ali Khan	...	Sahibzadah Saadat Ali Khan of Tonk	...	8	11	
7	Kanwar Umed Singh of Nimera	...	Thakur Durjan Singh of Nimera	...	19	6	
8	Maharaj Bhairon Singh	...	Maharaj Bairi Sal of Kherli	...	11	1	
9	Kanwar Jaswant Singh	...	Rawalji Shri Takht Singh of Mansa	...	8	10	
10	Kanwar Ganpat Singh	...	Thakur Durjan Singh of Daspan	...	18	...	
11	Maharaj Nagendra Singh	...	H. H. Maharawal Bijai Singh	...	8	4	
12	Bhanwar Vinai Singh	...	Kanwar Sartan Singh of Molanpur	...	13	8	
13	Bhanwar Gajendra Singh	...	Kanwar Chandra Sen of Kunadi	...	9	11	
14	Bhanwar Dashrath Singh	...	Kanwar Bhim Sen of Kunadi	...	8	11	
15	Maharaj Kumar Bhim Singh	...	H. H. Maharao Umed Singh	...	12	11	
16	Kanwar Raj Singh	...	Thakur Devi Singh of Chomu	...	18	8	
17	Kanwar Durga Das	...	Do. do.	...	15	...	
18	Kanwar Amar Singh	...	Thakur Shiv Singh of Rangarh	...	17	8	
19	Kanwar Sultan Singh	...	Thakur Balwant Singh of Padampura	...	13	...	

20	Kanwar Narendra Singh	...	...	Thakur Bhawani Singh of Kesroli	...	...	Alwar	...	Do.	...	12	...
21	Kanwar Umrao Singh	...	...	Thakur Devi Singh of Chomu	...	...	Jaipur	...	10th October 1922	...	10	10
22	Thakur Zabar Singh	...	...	Thakur Shivrath Singh of Bera	...	...	Marwar	...	Do.	...	13	4
23	Sahibzadah Muhammad Abdul Latif Khan	...	...	Col. Abdul Rahim Khan of Alinagar	...	...	Tonk	...	Do.	...	10	8
24	Kanwar Jagat Singh	...	...	Thakur Shivrath Singh of Bera	...	...	Marwar	...	Do.	...	9	5
25	Bhanwar Sangram Singh	...	...	Kanwar Jai Singh of Khandela	...	...	Jaipur	...	14th October 1922	...	8	6
26	Kanwar Jait Singh	...	...	Raja Sajjan Singh of Khandela	...	...	Do.	...	16th October 1922	...	20	0
27	Kanwar Himmat Singh	...	...	Do.	...	...	Do.	...	Do.	...	12	9
28	Kanwar Bahadur Singh	...	...	Thakur Chatar Singh of Malsisar	...	...	Do.	...	6th November 1922	...	14	5
29	Maharaj Udat Singh	...	...	Maharaj Mod Singh of Dhaneria	...	...	Mewar	...	15th January 1923	...	16	4
30	Raj Daulat Singh	...	...	Raj Rup Singh of Kelwa	...	...	Do.	...	16th January 1923	...	13	9
31	Maharaj Megh Singh	...	...	Maharaj Jaswant Singh of Badlias	...	...	Do.	...	Do.	...	17	6
32	Rawal Lal Singh	...	...	Rawal Kushal Singh of Sindhri	...	...	Marwar	...	29th January 1923	...	13	3
33	Thakur Gulab Singh	...	...	Do.	...	...	Do.	...	Do.	...	11	11
34	Thakur Ratan Singh	...	...	Thakur Bhur Singh of Kerwara	...	...	Alwar	...	Do.	...	10	3
35	Kanwar Bhawani Singh	...	...	Thakur Kesri Singh of Renwal	...	...	Jaipur	...	12th February 1923	...	11	11
36	Rawat Khuman Singh	...	...	Rawat Mukand Singh of Ohanwad	...	...	Mewar	...	16th February 1923	...	10	11
37	Kanwar Parshadi Singh	...	...	Captain Kanchan Singh of Hatondi	...	...	Bharatpur	...	17th February 1923	...	8	...
38	Maharaj Kumar Subhak Singh	...	...	H. H. Maharawal Shri Ranjit Singh	...	...	Baria, Rewa- kantha	...	26th February 1923	...	13	8
39	Kanwar Prithi Singh	...	...	Maharaj Nahar Singh	...	...	Do.	...	Do.	...	11	8
40	Rawat Shambhu Singh	...	...	Rawat Ranjit Singh of Gyangarh	...	...	Mewar	...	17th March 1923	...	15	2
41	Kanwar Udat Singh	...	...	Maharaj Himmat Singh of Sheorali	...	...	Do.	...	21st March 1923	...	11	2
42	Kanwar Hari Singh	...	...	Rawat Takht Singh of Bansai	...	...	Do.	...	26th March 1923	...	13	2
43	Kanwar Govind Singh	...	...	Do.	...	...	Do.	...	Do.	...	11	5
44	Rao Himmat Singh	...	...	Rao Rai Singh of Garhi	...	...	Banswara	...	25th April 1923	...	8	7

ANNEXURE E.

List of boys arranged according to classes, with age, length of residence and attendance, maximum, minimum, and average age of classes.

NAMES.	Age on 30th April 1923.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1922 TO 30TH APRIL 1923.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
POST-DIPLOMA CLASS—THIRD YEAR.							
Kanwar Shyam Narayan Dube of Indore ...	23-10	4-8	250	5	...	255	23-10
Shaikh Ahsan Muhammad of Shaikhupura Badaun, U. P. ...	21-4	1-9	247	8	...	255	20-1
Kanwar Raghuraj Singh of Alipura, C. I. ...	22-1	4-8	246	9	...	255	21-10
Sardar Rajendra Singh of Kapurthala ...	20-1	2-2	182	73	...	255	
POST-DIPLOMA CLASS—SECOND YEAR.							
Kanwar Lakshman Singh of Katthiwara ...	22-9	2-3	239	16	...	255	22-9 22-9 22-9
POST-DIPLOMA CLASS—FIRST YEAR.							
Thakur Kesri Singh of Khinwasar, Marwar ...	21-3	2-6	222	33	...	255	21-3
Shaikh Afzaluddin Haider of Badaun, U. P. ...	18-3	1-3	167	88	...	255	18-3 19-9
DIPLOMA CLASS.							
Bhanwar Shatrunjai of Shahpura ...	18-10	8-6	240	15	...	255	
Sardar Madho Rao Phalke of Gwalior ...	22-5	2-2	189	66	...	255	
Sardar Krishna Rao Mahadik of Gwalior ...	19-8	2-2	53	202	...	255	
Thakur Pratap Singh of Bijaiapur, Mewar ...	18-4	7-3	240	15	...	255	
Shrimant Dhairyashil Rao of Dhar, C. I. ...	19-5	4-8	239	16	...	255	22-5
Thakur Bharat Singh of Pipalda, Kotah ...	20-8	7-10	209	46	...	255	18-1
Kanwar Jashwant Rao Puar of Dewas, J. B. ...	18-1	1-9	235	20	...	255	19-10
Thakur Rameshwar Singh of Bandanwara, Ajmer.	18-7	7-3	240	15	...	255	
Rao Bhairon Singh of Nizamnagar, Alwar ...	21-7	13-10	230	25	...	255	
Thakur Govind Singh of Raipur, Marwar ...	19-6	9-6	148	97	10	255	
Kanwar Umed Singh of Nimera, Marwar ...	20-4	0-10	217	29	...	246	
Kanwar Rup Narayan Dube of Indore, C. I. ...	20-7	4-8	200	55	...	255	
SECOND CLASS.							
Bhanwar Lal Singh of Lunawada, Rewakantha ...	16-10	1-9	216	39	...	255	
Kanwar Swarn Singh of Chimraoli, Alwar ...	18-9	7-6	246	9	...	255	
Kanwar Ganesh Pal of Hadoti, Karauli ...	18-2	7-9	212	43	...	255	
Raja Pashupati Singh of Bans, U. P. ...	19-8	3-10	87	48	120	255	20-6
His Highness Maharaja Arimardan Singh of Charkhari, C. I. ...	19-3	0-10	213	42	...	255	16-10 18-10
Kanwar Ganpat Singh of Daspan, Marwar ...	18-9	0-10	246	...	...	246	
Kanwar Raj Singh of Chomu, Jaipur ...	19-3	0-6	130	43	...	173	
Kanwar Jait Singh of Khandela, Jaipur ...	20-6	0-6	148	18	...	166	
THIRD CLASS.							
Kanwar Shambhu Singh of Deogaon Baghera, Ajmer ...	16-8	6-10	249	6	...	255	
Kanwar Shivnath Singh of Alwar ...	19-2	7-9	237	14	4	255	
Patait Gaurishankar Shikherdeo of Gangpur, Orissa ...	19-0	7-9	223	32	...	255	
Kanwar Narayan Singh of Kishengarh ...	19-8	3-10	255	...	...	256	
Maharaj Gulab Singh of Kotra, Kotah ...	17-8	5-9	255	...	...	255	
Kanwar Balbir Singh of Bharatpur ...	18-8	3-10	255	...	...	255	19-8
Kanwar Sher Singh of Balunda, Marwar ...	16-7	7-8	255	...	...	255	14-8
Bhanwar Natwar Singh of Lunawada, Rewakantha.	14-8	1-9	217	38	...	255	17-7

NAMES.	Age on 30th April 1923.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1922 TO 30TH APRIL 1923.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
THIRD CLASS.—Continued.							
Kanwar Amar Singh of Ramgarh, Jaipur ...	18-3	0-6	158	15	...	173	
Kanwar Durga Dass of Chomu, Jaipur ...	15-6	0-6	165	8	...	173	
Kanwar Himmat Singh of Khandela, Jaipur ...	17-6	0-6	154	12	...	166	
Kanwar Bahadur Singh of Malsisar, Jaipur ...	18-0	0-5	127	18	...	145	
FOURTH CLASS—A SECTION.							
Maharaj Virbhadra Singh of Dungarpur ...	14-2	3-5	254	1	...	255	
Kanwar Narayan Singh of Danta, Mahikantha...	16-3	3-8	255	...	...	255	
His Highness Maharawal Lakshman Singh of Dungarpur ...	15-1	3-5	254	1	...	255	
Bhanwar Yubrajdat Singh of Oel, U. P. ...	15-9	3-6	255	...	...	255	
Maharaj Kumar Ramranbijai Prasad Singh of Dumraon, Orissa ...	15-4	3-8	255	...	...	255	
Thakur Nahar Singh of Awa, Marwar ...	15-0	3-10	240	14	1	255	18-3
Maharaj Ajit Singh of Jodhpur, Marwar ...	15-11	3-4	253	2	...	255	13-7
Maharaj Kumar Bhim Singh of Kotah ...	13-7	0-8	196	...	...	196	15-10
FOURTH CLASS—B SECTION.							
Kanwar Daleep Singh of Batera, Mewar ...	15-3	3-9	255	...	...	255	
Kanwar Prithi Singh of Danta, Mahikantha ...	18-3	3-8	255	...	...	255	
Maharaj Balbir Singh of Khatoli, Kotah ...	18-3	1-5	246	9	...	255	
Kanwar Balwant Singh of Danta, Mahikantha ...	17-4	10-6	255	...	...	255	
FIFTH CLASS.							
Kanwar Ram Singh of Harsoli, Jaipur ...	18-4	4-2	255	...	...	255	
Sahibzadah Mir Fateh Ali Khan of Banganapalli, Madras ...	13-7	4-3	139	116	...	255	
Kanwar Manohar Singh of Bedla, Mewar ...	18-5	2-5	247	8	...	255	
Sahibzadah Mir Inayat Ali Khan of Banganapalli, Madras ..	15-4	4-3	139	116	...	255	
Bhanwar Ram Singh of Partabgarh ...	15-0	3-5	249	6	...	255	
Kanwar Bijai Singh of Batera, Mewar ...	13-11	3-9	248	7	...	255	
Kanwar Parbat Singh of Sakthali, Partabgarh ...	16-1	3-5	250	5	...	255	18-4
Kanwar Narendra Singh of Wair, Bharatpur ...	15-2	2-7	151	104	...	255	11-10
Bhanwar Virbhadra Singh of Lunawada, Rewa-kantha ...	12-10	1-9	217	38	...	255	14-8
Kanwar Kishore Singh of Khilerian, Bikaner ...	13-2	1-5	251	4	...	255	
Kanwar Man Singh of Banera, Mewar ...	14-5	6-9	229	26	...	255	
Kanwar Sajjan Singh of Mansa, Mahikantha ...	14-5	2-10	248	7	...	255	
Maharaj Kumar Subhak Singh, of Baria, Rewa-kantha ...	13-10	0-2	62	...	...	62	
Maharaj Kumar Prithi Singh of Baria, Rewakantha.	11-10	0-2	62	...	...	62	
SIXTH CLASS.							
Khawas Govind Lal of Burja, Alwar ...	15-6	6-6	221	34	...	255	
Kanwar Raghvendra Singh of Bharatpur ...	14-4	5-7	255	...	...	255	
Kanwar Deep Singh of Sarthal, Kotah ...	15-2	6-6	244	11	...	255	
Tika Anand Chand of Bilaspur, Punjab ...	10-3	1-2	88	166	...	255	
Kanwar Raghunath Singh of Harsoli, Jaipur ...	17-5	4-2	255	...	...	255	
Kanwar Harnath Singh of Daspan, Marwar ...	15-2	3-10	255	...	...	255	
Kanwar Raghuraj Singh of Koela, Kotah ...	12-3	1-6	255	...	...	255	19-3
Kanwar Bijai Singh of Jhalamand, Marwar ...	15-1	3-5	244	14	...	255	9-8
Thakur Jagat Singh of Pusod, Kotah ...	15-3	2-8	255	...	...	255	13-10
Kanwar Sawai Singh of Danta, Mahikantha ...	14-5	6-10	255	...	...	255	
Maharaj Sumer Singh of Indergarh, Kotah ...	11-11	1-5	255	...	...	255	
Rao Hamir Singh of Polo, Mahikantha ...	19-3	1-2	218	37	...	255	
Kanwar Giriraj Singh of Dholpur ...	11-5	0-10	255	...	...	255	
Kanwar Jashwant Singh of Mansa, Mahikantha.	9-8	0-10	237	12	...	249	
Thakur Umed Singh of Nimaj, Marwar ...	14-10	5-9	243	12	...	255	
Kanwar Umrao Singh of Chomu, Jaipur ...	11-4	0-6	164	8	...	172	
Thakur Bhawani Singh of Renwal, Jaipur ...	13-0	0-2	76	...	...	76	

NAMES.	Age on 30th April 1927	Height in C. Rees.	ATTENDANCE FROM 1ST JULY 1922 TO 30TH APRIL 1927				Markings, Markings and Average Area of Face
			Per cent.	Attendance in days	Attendance in weeks	Total	
SEVENTH CLASS							
Bhanwar Prasad Singh of Rupnoli, Mewar ...	15-4	3-10	217	9	...	255	18-1
Kanwar Anan Singh of Bera, Marwar ...	15-2	1-4	255	...	...	255
Kanwar Sajjan Singh of Jodhpur, Ajmer ...	15-10	2-3	255	...	...	255
Thakur Narayan Singh of Bera (Ghanban), Alwar ...	15-1	3-10	255	...	10	255	
Maharaj Shant Singh of Bhanwar ...	15-2	2-9	255	3	...	255	
Kanwar Ramlal Singh of Kotah, Kotah ...	9-6	1-5	255	...	...	255
Kanwar Amar Singh of Jodhpur, Ajmer ...	12-4	2-3	255	...	...	255
Maharaj Kanwar Rajendra Narayan Desai of Patna ...	11-1	1-9	255	...	...	255
Kanwar Narayan Singh of Alwar ...	12-6	0-6	157	10	...	172	
Kanwar Sultan Singh of Patangpura, Jaipur ...	13-6	0-6	175	...	...	175
Thakur Zahir Singh of Bera, Marwar ...	13-11	0-6	172	...	...	172
Shahbaz Khan Muhammad Ali Khan of Tonk ...	11-3	0-6	101	...	...	101
Kanwar Hari Singh of Binsi, Mewar ...	15-3	0-1	71	...	...	71
EIGHTH CLASS—A SECTION.							
Kanwar Shivan Singh of Kherwa, Mewar ...	15-5	1-9	227	27	1	255	18-5 9-1 12-11
Rao Fakht Singh of Jodhpur, Mewar ...	11-11	1-2	147	...	...	255
Kanwar Kori Singh of Sawai, Marwar ...	10-8	1-9	247	...	...	255
Sulayd Sued Bin Tamur of Muscat ...	12-8	1-3	251	2	...	255	
Bhanwar Prasen Singh of Luniwala, Rewari ...	17-4	0-10	218	...	...	255
Thakur Madho Singh of Langarwa, Alwar ...	11-7	2-10	217	...	...	255
Rao Raja Gopaldev Singh of Bharatpur ...	9-7	2-8	255	...	...	255
Maharaj Bhairon Singh of Khera, Kotah ...	11-10	0-10	251	...	...	251
Kanwar Vinod Singh of Mohanpur, Mahlanthia ...	11-1	0-9	212	10	...	255	
Thakur Dhara Singh of Basulpur, Alwar ...	16-2	1-6	232	23	...	255	
Maharaj Udal Singh of Dhanoria, Mewar ...	16-8	0-1	101	...	...	101
Raj Dulat Singh of Kelwa, Mewar ...	11-1	0-3	107	...	...	101
Rawal Lal Singh of Sindhri, Marwar ...	13-6	0-3	97	...	...	97
Rawat Khum Singh of Chawind, Mewar ...	11-1	0-2	72	...	...	72
Rawat Shambhu Singh of Gyanpur, Mewar ...	15-1	0-1	17	...	...	17
Rao Himmat Singh of Girth, Banswara ...	10-0	...	1	...	...	4
EIGHTH CLASS—B SECTION.							
Maharaj Nagendra Singh of Dungepur ...	9-1	0-9	223	16	...	239	17-9 8-2 10-10
Thakur Gulab Singh of Sindhri, Marwar ...	12-2	0-3	90	...	...	90
Thakur Anu Singh of Kachhoda, Kotah ...	11-6	1-3	255	...	...	255
Raja Kalyan Singh of Bhinai, Ajmer ...	9-6	0-10	251	1	...	255	
Shahbaz Khan Ulfat Ali Khan of Tonk ...	11-0	0-10	237	16	...	253	
Shahbaz Khan Ulfat Ali Khan of Tonk ...	11-0	0-10	253	...	...	253
Bhanwar Gayendra Singh of Kanadi, Kotah ...	10-8	0-8	221	...	...	221
Bhanwar Dashrath Singh of Kanadi, Kotah ...	9-8	0-8	221	...	...	221
Kanwar Jagat Singh of Bera, Marwar ...	10-0	0-6	172	...	...	172
Bhanwar Singram Singh of Khandela, Jaipur ...	9-0	0-6	156	12	...	168	
Maharaj Megh Singh of Badliya, Mewar ...	17-9	0-3	103	...	...	103
Kanwar Parshadi Singh of Bharatpur ...	8-2	0-2	71	...	...	71
Thakur Ratan Singh of Kherwa, Alwar ...	10-6	0-3	87	3	...	90	
Kanwar Udal Singh of Sheorati, Mewar ...	11-3	0-1	39	...	...	39
Kanwar Govind Singh of Binsi, Mewar ...	11-6	0-1	34	...	...	31

ANNEXURE F.

ANNEXURE

Statement showing the Receipts and Expenditure

Receipts.	Estimated Receipts for 1922-23.			Actual Receipts for 1922-23.		
	Rs.	A.	P.	Rs.	A.	P.
Interest on 5,63,000 of 3½ per cent Loan of 1865	19,655	0	0	19,655	11	10
Interest on 1,81,800 of 5 per cent Loan of 1929-47	9,065	0	0	9,068	12	10
Interest on 4 per cent Port Trust Debentures amounting to 2,05,500	8,205	0	0	8,207	14	0
Interest on Reserve Fund 1,05,300 of 5 per cent Loan of 1929-47	5,255	0	0	5,258	6	0
Interest on 14,900 of 6 per cent U. P. Bonds of 1941 set aside for Electric Light and Electric fans	892	0	0	892	9	0
Interest on 1,000 of 3 per cent Loan of 1896-97	30	0	0	26	10	0
Total	43,102	0	0	43,109	15	8
<i>Contributions from Indian States and Private persons.</i>						
From Udaipur	1,187	13	9	1,187	13	9
" Jaipur	1,484	13	3	1,484	13	3
" Bikaner	593	15	0	593	15	0
" Karauli	178	3	0	178	3	0
" Alwar	415	12	0	415	12	0
" Sirohi	59	6	3	59	6	3
" Tonk	59	6	3	59	6	3
" Partabgarh	118	12	6	118	12	6
" Jaisalmer	36	0	0	36	0	0
" Bharatpur	593	15	0	593	15	0
Annual fees from boys from States outside Rajputana and Central India	22,950	0	0	25,600	0	0
Annual fees from Rajputana boys	8,420	0	0	9,924	0	0
Annual fees from Central India boys	4,200	0	0	3,780	0	0
Total	40,298	1	0	44,032	1	0
<i>Contribution from Government.</i>						
Annual Contribution	12,000	0	0	12,000	0	0
Annual subsidy	41,418	0	0	41,418	0	0
Total	53,418	0	0	53,418	0	0
<i>Miscellaneous.</i>						
Rent of Houses	4,200	0	0	4,186	13	3
Sale of fruits, grass (Conservancy and Garden Produce)	5,000	0	0	1,516	7	3
Miscellaneous Receipts	1,000	0	0	1,223	3	2
Contribution from Games Fund:—						
(1) of maximum pay of Superintendent of Games	1,600	0	0	1,600	0	0
(2) of maximum pay of Play Establishment	2,700	0	0	2,700	0	0
Contribution from Post-Diploma Fund:—						
(1) Share of teaching charges	10,780	0	0	10,780	0	0
(2) Share of other charges	3,060	0	0	3,060	0	0
Total	28,340	0	0	25,066	7	8
Total Receipts	1,65,158	1	0	1,65,626	8	4
Opening Balance	— 5,383	0	0	— 5,382	14	6
Grand Total	1,59,775	1	0	1,60,243	9	10

F.

of the Mayo College Fund for the year 1922-23.

Expenditure.								Estimated Expenditure for 1922-23.		Actual Expenditure for 1922-23.	
<i>Establishment.</i>								Rs.	A. P.	Rs.	A. P.
Clerks	...	...	...	...	...	...	...	5,575	0 0	5,611	9 0
European Teaching Staff	...	...	...	...	...	...	...	78,495	0 0	80,951	4 0
Indian Assistant Masters	...	...	...	...	...	...	...	24,295	0 0	24,815	1 0
Shastri	...	...	...	...	...	...	...	900	0 0	900	0 0
Superintendent of Games	...	...	...	...	...	...	...	1,880	0 0	1,864	13 0
Drill Masters	...	...	...	...	...	...	...	840	0 0	840	0 0
Play Establishment	...	...	...	...	...	...	...	4,070	0 0	3,773	4 0
Colvin House Establishment	...	...	...	...	...	...	...	1,145	0 0	1,144	0 0
Garden Establishment	...	...	...	...	...	...	...	2,970	0 0	2,935	0 0
Conservancy Establishment	...	...	...	...	...	...	...	2,460	0 0	2,317	0 0
Servants	...	...	...	...	...	...	...	4,215	0 0	4,039	8 0
Sumptuary Allowance to Principal	...	...	...	...	...	...	...	1,200	0 0	1,200	0 0
Expenses of the Financial expert appointed to examine and report on the financial position of the College								1,000	0 0	508	15 0
Pension	...	...	...	...	...	...	...	80	0 0	78	0 0
Pension to Rai Sahib Lala Sangam Lal for the period from 5th November 1894 to 31st July 1904								1,200	0 0	...	...
Total								1,30,325	0 0	1,30,978	6 0
<i>Contingencies.</i>											
Purchase and Repairs of Furniture	...	...	...	...	...	...	...	1,200	0 0	242	1 0
Library	...	...	...	...	...	...	...	1,000	0 0	740	6 7
Laboratory Contingencies	...	...	...	...	...	...	...	200	0 0	54	11 0
Expenses of visiting teams	...	...	...	...	...	...	...	50	0 0	27	15 3
Travelling expenses	...	...	...	...	...	...	...	200	0 0	...	...
Colvin House Contingencies	...	...	...	...	...	...	...	25	0 0	20	14 6
Prizes	...	...	...	...	...	...	...	1,500	0 0	874	5 2
Garden Contingencies	...	...	...	...	...	...	...	1,200	0 0	854	2 8
Conservancy Contingencies	...	...	...	...	...	...	...	1,500	0 0	891	2 6
Water Rate	...	...	...	...	...	...	...	2,300	0 0	1,406	1 4
Stationery	...	...	...	...	...	...	...	350	0 0	318	...
Miscellaneous	...	...	...	...	...	...	...	3,000	0 0	1,970	...
Telephone Charges	...	...	...	...	...	...	...	350	0 0	315	...
Audit Charges	...	...	...	...	...	...	...	200	0 0	200	0 0
Rent of Principal's House	...	...	...	...	...	...	...	50	0 0	48	0 0
Repairs to Buildings	...	...	...	...	...	...	...	3,125	0 0	3,116	7 0
Repairs to Roads	...	...	...	...	...	...	...	300	0 0	...	...
Total								16,550	0 0	11,079	12 0
Total Expenditure								1,46,875	0 0	1,42,058	2 0
Closing Balance								12,900	0 0	18,185	7 10
Grand Total								1,59,775	0 0	1,60,243	9 10

ANNEXURE

Statement showing the Receipts and Expenditure for the

Receipts.					Estimated Receipts for 1922-23.		Actual Receipts for 1922-23.		
<i>Donations from Princes.</i>					Rs.	A. P.	Rs.	A. P.	
From Jodhpur ...	...	...	...	...	8,000	0 0	8,000	0 0	
„ Kotah ...	...	...	...	...	4,000	0 0	4,000	0 0	
„ Bharatpur ...	...	...	...	...	8,000	0 0	...	...
„ Bikaner...	...	...	...	...	4,000	0 0	4,000	0 0	
„ Kishengarh ...	...	...	...	...	200	0 0	200	0 0	
„ Bundi ...	...	...	...	...	200	0 0	...	...
„ Dungarpur ...	...	...	...	...	200	0 0	200	0 0	
„ Partabgarh ...	...	...	...	...	200	0 0	200	0 0	
„ Kashmir ...	...	...	...	...	7,000	0 0	7,000	0 0	
„ Tonk ...	...	...	...	...	2,200	0 0	2,551	6 0	
„ Sailana ..	...	...	...	...	220	0 0	257	9 0	
Total ...					34,220	0 0	26,408	15 0	
Interest on unutilised amounts ...	...	...	...	...	6,770	0 0	6,775	13 0	
Fees from Post-Diploma boys ...	...	...	...	...	4,200	0 0	...	...
Total Receipts ...	...	...	...	...	45,190	0 0	33,184	12 0	
Opening Balance ...	...	...	...	...	1,55,108	4 11	1,55,108	4 11	
Grand Total ...	...	...	...	...	2,00,298	4 11	1,88,293	0 11	
* Funded Balance ...					Rs. 1,20,900	0 0			
In the Treasury ...					Rs. 34,208	4 11			
Total ...					Rs. 1,55,108	4 11			

C.

maintenance of the Post-Diploma Classes for the year 1922-23.

Expenditure.	Estimated Expenditure for 1922-23.			Actual Expenditure for 1922-23.		
	Rs.	A.	P.	Rs.	A.	P.
Indian Assistant Masters	12,140	0	0	12,153	5	0
Allowance to Extra Assistant Commissioner and Tehsildar Ajmer	1,200	0	0	1,200	0	0
Tour Expenses	800	0	0	9	0	0
Servants	345	0	0	342	0	0
Upkeep of Jhalawar House:—						
Indian Superintendent	1,200	0	0	1,200	0	0
House Establishment	810	0	0	807	2	0
House Contingencies	1,000	0	0	705	3	5
Providing a Reading Room at the Jhalawar House.	400	0	0	...	...	...
Contribution to the Mayo College Fund on account of—						
(1) Share of teaching charges	10,780	0	0	10,780	0	0
(2) Share of other charges	3,060	0	0	3,060	0	0
Total Expenditure	31,735	0	0	30,256	10	5
Closing Balance	1,68,563	4	11	*1,58,036	6	6
Grand Total	2,00,298	4	11	1,88,293	0	11
*Invested in 6 per cent U. P. Bonds of 1941	Rs. 45,900	0	0			
Invested in 5 per cent Govt. War Loan of 1945-55	15,000	0	0			
Invested in 5½ per cent Govt. War Loan of 1925	56,000	0	0			
Fixed deposit in the Alliance Bank of Simla Limited bearing interest at 5 per cent	4,000	0	0			
Total	Rs. 1,20,900	0	0			
In the Ajmer Treasury	Rs. 37,136	6	6			
Total	Rs. 1,58,036	6	6			

ANNEXURE

Statement showing the Receipts and Expenditure of the Play and

Receipts.	Estimated Receipts for 1922-23.			Actual Receipts for 1922-23.		
	Rs.	A.	P.	Rs.	A.	P.
Play and Medical Fund Subscriptions from 100 boys at 75/- each per annum	7,500	0	0	7,800	0	0
Games Fund Subscriptions from 100 boys at 60/- each per annum	6,000	0	0	5,820	0	0
Subscriptions for Stationery from 100 boys at 12/- each per annum	1,200	0	0	1,164	0	0
Sale proceeds of books and Stationery	2,500	0	0	1,499	7	6
Sale proceeds of Games material ... ..	...	...	...	182	6	0
Total Receipts ...	17,200	0	0	16,465	13	6

Medical Fund and Games and Stationery Fund for the year 1922-23.

[illegible]

Heads of Receipts.	Sanctioned Budget Estimate for 1922-23	Revised Budget Estimate for 1922-23.	Actual for 1922-23.	Budget Estimate for 1923-24.	REMARKS.
INTEREST.—					
Interest on Government Securities:—					
Interest on 5,63,000 of 3½ p.c. loan of 1865 ...	19,655	19,655	19,656	19,655	
Interest on 1,81,800 of 5 p.c. loan of 1929-47 ...	9,065	9,065	9,069	9,065	
Interest on 4 p.c. Port Trust Debentures amounting to 2,05,500	8,205	8,205	8,208	8,205	
Interest on Reserve Fund 1,05,300 of 5 p.c. loan of 1929-47	5,255	5,255	5,258	5,255	
Interest on 14,900 of 6 p.c. U.P. Bonds of 1911 set aside for Electric light and electric fans ..	769	892	892	892	
Interest on 1,000 of 3 p.c. loan of 1896-97 ...	...	30	27	30	
EDUCATION.—					
School Fees.—					
(1) Book, Play and Medical Fund subscription	7,500	...	...	...	Transferred to Play and Medical Fund
(2) Annual Fees from boys from States outside Rajputana and Central India	19,725	22,950	25,60	25,150	...
(3) Annual Fees from Rajputana boys	9,600	8,420	9,921	10,68	
(4) Annual Fees from Central India boys ...		4,200	3,780	2,400	
MISCELLANEOUS.—					
Contributions.—					
(1) Contribution from Government.—					
(1) Annual Contribution	12,000	12,000	12,000	12,000	
(2) Annual Subsidy	43,018	41,418	41,418	41,418	
(2) Annual Contributions from Indian States ...	4,728	4,728	4,728	4,728	
Rent of Houses	2,780	4,200	4,187	5,250	
Sale of fruits, grass &c., (Conservancy & Garden produce)	4,000	5,000	1,516	4,000	
Miscellaneous	1,000	1,000	1,223	1,000	
Contribution from Games Fund—					
(1) ⅓ of maximum pay of Games Supdt. ... ..	...	1,600	1,600	1,600	
(2) ⅓ of maximum pay of Play Establishment ...	...	2,700	2,700	2,400	
Contribution from Post Diploma Fund—					
(1) Share of teaching charges ... ..	...	10,780	10,780	10,900	
(2) Share of other charges ... ..	...	3,060	3,060	2,930	
Carried over ...	1,47,300	1,65,158	1,65,626	1,67,538	

Mayo College Fund for the year 1923-24. ³³

Heads of Expenditure.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Actuals for 1922-23.	Budget Estimate for 1923-24.	REMARKS.
GENERAL ADMINISTRATION.—					
Establishment engaged in General Management and accounts:—					
Clerks	5,760	5,575	5,612	5,160	
EDUCATION:—					
Colleges and Schools.—					
(1) European Teaching Staff	86,840	78,495	80,951	74,055	
(2) Additional Indian Assistant Master to be appointed during the absence of Col. Twiss ...	...	...	...	1,500	For 5 months,
(3) Indian Assistant Masters	39,405	24,295	24,815	25,810	
(4) Shastri	1,725	900	900	1,650	
(5) Premium for perfected pension of Shastri ...	...	...	...	290	
(6) Superintendent of Games	1,880	1,880	1,865	1,935	
(7) Drill Masters	840	840	840	840	
(8) Play Establishment	4,070	4,070	3,773	3,600	
(9) Purchase and Repairs of Furniture	1,200	1,200	242	1,200	
(10) Book and Play Stores	11,000	...	...	...
(11) Library	1,000	1,000	741	1,000	Transferred to Play and Medical Fund.
(12) Laboratory Contingencies	800	200	55	200	
(13) Expenses of visiting teams	3,000	50	28	...	
(14) Sumptuary Allowance to Principal	1,200	1,200	1,200	1,200	
(15) Travelling Expenses	200	200	...	400	
(16) Colvin House Establishment	4,730	1,145	1,144	445	
(17) Colvin House Contingencies	275	25	21	...	
Scholarships and Prizes.—					
Prizes	1,500	1,500	874	1,500	
MEDICAL (PROFESSIONAL ESTABLISHMENT).—					
(1) Allowance to Medical Officer	1,200	...	...	...	Transferred to Play and Medical Fund.
(2) Pay of Sub-Assistant Surgeon	1,440	...	...	...
(3) Local allowance to Sub-Assistant Surgeon ...	800	...	...	...
(4) Pension Contribution	240	...	...	...
(5) Dresser	160	...	...	...
(6) Medical Stores	1,000	...	...	...
MINOR DEPARTMENTS.—					
(1) Garden Establishment	3,840	2,970	2,935	2,920	
(2) Garden Contingencies	2,450	1,200	854	1,200	
(3) Conservancy Establishment	3,160	2,460	2,817	2,400	
(4) Conservancy Contingencies	1,500	1,500	891	1,500	
(5) Water Rate	2,300	2,300	1,406	2,000	
Superannuation.—					
(1) Pensions	80	80	78	80	
(2) Pension to Rai Sahib L. Sangam Lal for the period from 5th November 1894 to 31st July 1904 ... ..	...	1,200	...	2,400	
Carried over ...	1,82,095	1,34,285	1,31,542	1,33,335	

Mayo College Fund for the year 1923-24.

Heads of Expenditure.		Sanctioned Budget Estimate for 1922-23	Revised Budget Estimate for 1922-23.	Actuals for 1922-23.	Budget Estimate for 1923-24.	REMARKS.
Brought forward		1,82,095	1,34,285	1,31,542	1,33,835	
MISCELLANEOUS.—						
(1) Petty Establishment (servants)	...	4,935	4,215	4,099	3,870	
(2) Stationery	...	350	350	318	350	
(3) Miscellaneous (including postal, telegraphic and printing charges)	...	3,000	3,000	1,971	3,000	
(4) Telephone Charges	...	400	350	315	315	
(5) Audit Charges	...	200	200	200	200	
(6) Rent of Principal's House	...	50	50	48	50	
PUBLIC WORKS.—						
Original Works.—						
Repairs and Maintenance.—						
Repairs to Buildings	...	3,125	3,125	3,116	3,125	
Repairs to Roads	...	300	300	...	300	
Expenses of the Financial Expert appointed to examine and report on the financial position of the College.		...	1,00	509	...	
Total Expenditure		1,94,455	1,46,875	1,42,058	1,44,545	
Closing Balance		—70,968	12,900	18,185	41,178	
GRAND TOTAL		1,23,487	1,59,775	1,60,243	1,85,723	

DETAILS OF ESTABLISHMENT FOR 1923-24.

Clerks—

Head Clerk M. Lakshmi Narain (150-10-200)

March 1923 to February 1924 ... 200 × 12 = 2,400 0 0

Second Clerk M. Fateh Lal (80-4-100)

March 1923 to February 1924 ... 100 × 12 = 1,200 0 0

Third Clerk M. Kunjbehari Lal (60-3-75)

March 1923 to February 1924 ... 75 × 12 = 900 0 0

Fourth Clerk M. Ratanbehari Lal (40-3-35)

March 1923 to February 1924 ... 55 × 12 = 660 0 0

Total ... 5,160 0 0

European Teaching Staff—

Principal Mr. F. A. Leslie-Jones

March 1923 to February 1924 ... 2,250 × 12 = 27,000 0 0

Less 12 Instalments towards payment of
advance for passage money paid in

1922-23 ... 74 × 12 = 888 0 0 26,112 0 0

Vice-Principal Mr. S. F. Madden

March 1923 to February 1924 ... 1,500 × 12 = 18,000 0 0

First English Asst. Master Lt -Col. C. C. Twiss

March to June 1923 ... 1,500 × 4 = 6,000 0 0

Leave on average pay for 5 months, July
to November 1923 ...

December 1923 to February 1924 ... 1,500 × 3 = 4,500 0 0

Advance for Passage money 2,016 0 0

Less 3 Instalments of 56 ... 168 0 0

1,848 0 0

12,348 0 0

Second English Asst. Master Mr. W. Fanshawe

March to October 1923 ... 1,450 × 8 = 11,600 0 0

1st to 5th November 1923 @ 1,450 ... = 241 10 8

6th to 30th November 1923 @ 1,500 ... = 1,250 0 0

December 1923 to February 1924 ... 1,500 × 3 = 4,500 0 0

17,591 10 8

Total ... 74,051 10 8

Indian Assistant Master—

(1) Pandit L. G. Sathe (375-25-500)

March 1923 ... = 400 0 0

1st to 22nd April 1923 @ 400/- ... = 293 5 4

23rd to 30th April 1923 @ 425/- ... = 113 5 4

May 1923 to February 1924 ... 425 × 10 = 4,250 0 0

5,056 10 8

Carried over ... 1050658,

					Brought forward	...	5,056	10	8
(2)	Babu R. C. Mukerji (270-26-400)				March 1923 to February 1924	...	400 × 12 =	4,800	0 0
(3)	M. Debi Prasad Mathur (270-26-400)				March to October 1923	...	270 × 8 =	2,160	0 0
					November 1923 to February 1924	...	296 × 4 =	1,184	00 0 3,344 0
(4)	Moulvi Saiyad Abdul Wahid (140-28-280)				March 1923 to February 1924	...	280 × 12 =	3,360	0 0
(5)	Pt. Shyam Sunder Sharma (140-28-280)				March 1923 to January 1924	...	252 × 11 =	2,772	0 0
					1st to 10th February 1924 @ 252	...	=	86 14 4	
					11th to 29th February 1924 @ 280	...	=	183 7 2	
								3,042	5 6
(6)	Lala Bhagwat Saran (140-14-210)				March 1923 to January 1924	...	168 × 11 =	1,848	0 0
					1st to 10th February 1924 @ 168	...	=	57 14 10	
					11th to 29th February 1924 @ 182	...	=	119 3 10	
								2,025	2 8
(7)	Bhai Uttam Singh (140-14-210)				March to December 1923	...	196 × 10 =	1,960	0 0
					January to February 1924	...	210 × 2 =	420	0 0
								2,380	0 0
(8)	Lala Harcharan Das (110-8-150)				March 1923 to February 1924	...	150 × 12 =	1,800	0 0
							Total	...	25,808 2 10
Shastri—									
	P. Bulaki Ram (90-7½-150)				May 1923 to February 1924	...	150 × 10 =	1,500	0 0
	P. Shanker Lal				March and April 1923	...	75 × 2 =	150	0 0
							Total	...	1,650 0 0
Premium for perfected pension of P. Bulaki Ram.								290	0 0
Superintendent of Games—									
	Mr. M. Ghose (150-10-200).				March to July 1923	...	160 × 5 =	800	0 0
					1st to 16th August 1923 @ 160	...	=	82 9 3	
					17th to 31st August 1923 @ 170	...	=	82 4 1	
					September 1923 to February 1924	...	170 × 6 =	1,020	0 0
								1,984	13 4
Drill Masters—									
	Riding Master				...	25	0 0		
	Gymnastic Instructor				...	45	0 0		
						70	0 0	× 12 =	840 0 0

Play Establishment—

1 Pavilion bearer ...	14	0	0		
1 Gardener ...	14	0	0		
1 Store-keeper ...	14	0	0		
6 Cricket, Lawn Tennis, and Racquet Coolies @ 13/- each	78	0	0		
4 Do. Do. @ 10/- „	40	0	0		
16 Do. Do. @ 8/8/ „	136	0	0		
Gymkhana Subscription ...	4	0	0		
	<u>300</u>	<u>0</u>	<u>0</u>	x 12=	3,600 0 0

Colvin House Establishment—

1 Chowkidar ...	12	0	0		
1 Gardener ...	14	0	0		
1 Sweeper ...	11	0	0		
	<u>37</u>	<u>0</u>	<u>0</u>	x 12=	444 0 0

Garden Establishment—

1 Carpenter(30-2-10) ...	38	0	0		
1 Pakhal Bhishti ...	20	0	0		
2 Bhishties @ 13- each ...	26	0	0		
3 Gardeners @ 14/- each ...	42	0	0		
9 Asst. Gardeners @ 13/- each.	117	0	0		
	<u>243</u>	<u>0</u>	<u>0</u>	x 12=	2,916 0 0

Conservancy Establishment—

Darogah (20-3-35) ...	35	0	0		
15 Conservancy Coolies @ 11/-	165	0	0		
	<u>200</u>	<u>0</u>	<u>0</u>	x 12=	2,400 0 0

Servants—

1 Daftri ...	25	0	0		
1 Jamadar ...	19	0	0		
5 Peons @ 14/- ...	70	0	0		
1 Farrash (Science) ...	18	8	0		
1 Farrash College ...	16	0	0		
1 Drawing Class Farrash ...	14	8	0		
1 Library Farrash ...	14	8	0		
1 Farrash and Chowkidar Sanitarium ...	16	0	0		
1 Supervisor of Chowkidars (15-1-20) ...	20	0	0		
1 Assistant Supervisor of Chowkidars ...	12	0	0		
7 Chowkidars @ 12/- ...	84	0	0		
1 Office Cooly ...	13	0	0		
	<u>322</u>	<u>8</u>	<u>0</u>	x 12=	3,870 0 0

Budget Estimate of the Receipts and Expenditure for the maintenance

Heads of Receipts.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Actuals for 1922-23	Budget Estimate for 1923-24.	REMARKS.
Donations from Princes (being the interest on capital subscriptions and the annual subscriptions) for the maintenance of the Post-Diploma Classes ...	30,220	31,220	26,409	38,810	Includes arrears.
Interest on unutilised amounts	6,770	6,770	6,776	6,770	
Fees from Post Diploma boys ... ..	...	4,200	...	...
<hr/>					
Total Receipts ...	36,990	45,190	33,185	45,580	
Opening balance ...	1,37,155	*1,55,108	1,55,108	1,58,036	
GRAND TOTAL ...	1,74,145	2,00,298	1,88,293	2,03,616	

J.
of the Post-Diploma classes for the year 1923-24.

Hends of Expenditure.	Sanctioned Budget Estimate for 1922-23.	Revised Budget Estimate for 1922-23.	Actuals for 1922-23	Budget Estimate for 1923-24.	REMARK
Indian Assistant Masters	12,600	12,140	12,164	12,350	
Allowance to Extra Assistant Commissioner, and Tehsildar, Ajmer	1,200	1,200	1,200	1,200	
Tour expenses	800	800	9	800	
Servants	325	345	342	345	
Upkeep of Jhalawar House:—					
(a) Allowance to English Resident Master ...	3,000	...	...	...
(b) Indian Superintendent	1,200	1,200	1,200	1,200	
(c) House Establishment	810	810	807	810	
(d) House contingencies	1,000	1,000	705	1,000	
(e) Providing a Reading Room at the Jhalawar House	400	400	...	...
Contribution to Mayo College Fund on account of:—					
(1) Share of Teaching charges ... ..	...	10,780	10,780	10,900	
(2) Share of other charges ... ..	...	3,060	3,060	2,930	
Total Expenditure ...	21,335	31,735	30,257	31,535	
Closing balance ...	1,52,810	1,68,563	1,58,036	1,72,081	
GRAND TOTAL ...	1,74,145	2,00,298	1,88,293	2,03,616	

* Invested in 6 p.c. U. P. Bonds of 1941 Rs. 45,900 0 0
Invested in 6 p.c. Government War Loan of 1945-55 15,000 0 0
Invested in 6½ p.c. Government War Loan of 1925 55,000 0 0
Fixed deposit in the Alliance Bank of Simla Limited bearing interest at 5 per cent 4,000 0 0

In the Ajmer Treasury Rs. 1,20,900 0 0
" " 87,135 0 0

Indian Assistant Masters -

Allowance to Extra Assistant Commissioner, and Tehsildar Ajmer	$100 \times 12 =$	1,200	0	0
---	-----	-----	-----	-------------------	-------	---	---

1 Peon	14	0	0	
1 Farrash	14	8	0	
			<u>28</u>	<u>8</u>	<u>0</u>	
						$\times 12 =$
						342 0 0

Indian Superintendent	$100 \times 12 =$	1,200. 0 0
-----------------------	-----	-----	-----	-------------------	------------

Gardener	14	0	0	
Bhishti	13	0	0	
Farrash	14	0	0	
Chowkidar	12	0	0	
Sweeper	12	0	0	
Share of pay of stable chowki- dar	0	11	0	
Share of pay of stable sweepers			1	11	0	
			67	6	0	×12=
						808 8 0

ANNEXURE

Budget estimate of Receipts and Expenditure of the Play and

Heads of Receipts.	Budget estimate for 1922-23.	Actuals for 1922-23.	Budget estimate for 1923-24.	REMARKS.
Play and Medical Fund subscriptions from 115 boys at 75/- each per annum	7,500	7,800	8,625	
Games Fund subscriptions from 115 boys at 60/- each per annum	6,000	5,820	6,900	
Subscription for stationery from 115 boys at 12/- each per annum	1,200	1,164	1,380	
Sale proceeds of books and stationery	2,500	1,500	3,200	
Sale proceeds of games material ... ..	...	182	150	
Total Receipts ...	17,200	16,466	20,255	
Opening Balance ...	...	...	1 294	
GRAND TOTAL ...	17,200	16,466	21,549	

K.

Medical Fund and Games and Stationery Fund for 1923-24.

Heads of Expenditure	Budget estimate for 1922-23.	Actuals for 1922-23.	Budget estimate for 1923-24.	REMARKS.
MEDICAL ESTABLISHMENT :—				
Allowance to Medical Officer	1,200	1,213	1,200	
Pay of Sub-Assistant Surgeon	1,440	1,440	1,440	
Local allowance to Sub-Assistant Surgeon	300	300	300	
Pension contribution	240	240	240	
Dresser	160	156	160	
	3,340	3,349	3,340	
Medical stores	660	631	660	
	4,000	3,980	4,000	
Games material	3,500	3,044	4,000	
3rd of Maximum pay of Games Superintendent	1,600	1,600	1,600	
3rd of Maximum pay of play establishment	2,700	2,700	2,400	
Stationery	2,500	2,357	2,500	
Books	2,500	1,491	2,500	
Total Expenditure ...	16,800	15,172	17,000	
Closing Balance ...	400	1,294	4,549	
GRAND TOTAL ...	17,200	16,466	21,549	

Statement showing the Investments at the credit of the Mayo College Fund and the Post-Diploma Course Fund, on the 31st March 1923.

Name of Fund.	Nature of Investment.	Amount.	Rate of interest.	Present value.
Mayo College Fund.				
Endowment Fund	Government Loan of 1865	5,63,000	3½ %	3,43,430 @ 61.
Do. do.	Government War Loan of 1929-47... ..	1,81,800	5 %	1,59,984 @ 88.
Do. do.	Government Loan of 1896-97	1,000	3 %	518-12-@ 51-1.
Do. do.	Port Trust Debentures of Calcutta of 1907	50,000	4 %	36,000 @ 72.
Do. do.	Do. do. Bombay of 1907	65,500	4 %	43,885 @ 67.
Do. do.	Do. do. Karachi of 1905	90,000	4 %	59,400 @ 66.
Reserve Fund	Government War Loan of 1929-47... ..	1,05,300	5 %	92,664 @ 88.
Amount set aside for installation of electric light and fans ...	U. P. Bonds of 1941	14,900	6 %	15,011-12-@ 100½.
Post-Diploma Course Fund.				
Joukand Sailana States donation for the Higher Chiefs' College, the interest of which is utilized for the maintenance of Post-Diploma classes	U. P. Bonds of 1941	46,900	6 %	47,251-12-@ 100½.
Unspent balance of donations for the maintenance of Post-Diploma Classes.	U. P. Bonds of 1941	45,900	6 %	46,244-4-@ 100½.
Do. do.	Government War Loan of 1945-55... ..	15,000	5 %	13,912 @ 92-12-.
Do. do.	Government War Loan of 1925	56,000	5½ %	57,330 @ 102-6-.
Do. do.	Fixed deposit in the Alliance Bank of Simla Limited	4,000	5 %	4,000

ANNEXURE L.

Mayo College, Ajmer.

Schedule of work done during 1922-23.

Post-Diploma Class—3rd year.

English.

1. Text Books :—

- (1) Selected Short Stories—World's Classics Series (Clarendon Press).—The whole.
- (2) Creasy:—Fifteen Decisive Battles.—The whole.
- (3) Shakespeare:—The Tempest—Othello.—The whole.
- (4) Dickens:—A Tale of Two Cities.—The whole.
- (5) Selections from Palgrave's Golden Treasury. —Two-thirds.
- (6) The Prologue—Chaucer.—The whole.

2. Essay and Grammar.

3. General knowledge, including a study of Economic questions.

History.

- | | | |
|--|---|------------|
| <ol style="list-style-type: none"> (1) Vincent Smith :—Oxford History of India. (2) Rapson:—Ancient India. (3) Lane Poole:—Medieval India. (4) Lyall:—Rise of the British Dominion in India. (5) Ramsay Muir:—Making of British India. (6) Anderson:—British Administration in India (Newest Edition). | } | The whole. |
|--|---|------------|

Administration and Subjects for the Lower Standard Examination, Ajmer-Merwara.

I.—ADMINISTRATION.

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara).
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulation II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) The Ajmer Land Alienation Regulation III of 1914 with Rules.
- (5) Land Improvement Loans Act of 1883 with Rules.
- (6) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd year.

English.

1. Text Books :—
The same as for 3rd year.
2. Essay Writing and Grammar.
3. General knowledge.

History.

Ramsay Muir:—Making of British India.
 Rapson:—Ancient India.
 Anderson:—British Administration in India (Newest Edition).

} The whole.

Administration.

I.—ADMINISTRATION.

The same as for 3rd year. (In Parts).

II.—REVENUE.

A.—General Revenue Laws :—

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.
- (3) Agriculturists Loans Act XII of 1884.
- (4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules :—

- (1) Patwaris, Girdawars and Registrar Girdawars Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Irrigation Rules.
- (4) Rules for the maintenance of Village Maps.
- (5) Rules for Assessment of Land Revenue on villages under the variable system.
- (6) Taqavi Rules.
- (7) Other Revenue Rules :—

Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL:—

- (1) Revenue work in Camp.
- (2) Surveying and Computation of Area.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

VII.—Arithmetic.

VIII.—Law :—

- (1) The Indian Penal Code —The whole.
- (2) The Civil Procedure Code (in Part) 1-20 orders.
- (3) The Criminal Procedure Code.—The whole.
- (4) The Evidence Act (in Part) 1-50 Sections.

SCIENCE:—

Science or Economics.

Economics— Mrs. Fawcett's Political Economy. 1-40 pages.

Post-Diploma Class.—1st year.

English.

1. Text Books:—The same as for 3rd year.
2. Essay Writing and Grammar.
3. General knowledge.

History.

Text Books:—The same as for 2nd year.

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) Famine Code (*Revised Edition*).

II.—REVENUE.

A.—General Revenue Laws.

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system.
- (4) Wasil-baki Nawis Rules.

III.—SURVEYING:—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

VI.—Arithmetic.

VII.—Laws:—

- The Civil Procedure Code (in Part.) 1-10 Orders.
The Indian Penal Code. 1-298 Sections.

Science or Economics.

The same as for 2nd year.

First Class—Diploma Class.

Compulsory Subjects.

English.

1. Text Books:—

- (1) Prose:—R. L. Stevenson—*Kidnapped*.
- (2) Poetry:—Shakespeare—*Twelfth Night*.
- (3) Tennyson:—*The Coming and Passing of Arthur*.

} The whole.

2. Essay and Grammar.

3. Translation.

4. General knowledge.

History and Geography.

HISTORY:—

- (a) *English*—No text book prescribed. *English History* to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important Imperial and Social questions should be examined in greater detail.—The whole.

Junior Cambridge Historical Reader.

Leslie-Jones:—A View of English History.

- (b) *Indian*—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.

Vincent Smith:—Oxford University Students' History of India—The whole.

Joppen's Historical Atlas.

GEOGRAPHY:—

No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) Morrison's Junior Geography of India, Burma and Ceylon.
- (2) The Atlas Geographies—British Empire.
- (3) The Atlas Geographies—British Isles.
- (4) The Atlas Geographies—Physical Geography.

} The whole.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group Set I.—

ARITHMETIC:—Pendlebury and Tait—Chapters 1-40. B Section, except Stocks and Shares.

(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken)

- (a) *URDU*:—(Allahabad University Course for 1923.) Guldasta-i-Adab by P. Manohar Lal Zutshi.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (b) *HINDI*:—(Allahabad University Matriculation Course for 1923)
Hindi Selection in Prose and Poetry (published by Ramdayal Aggarwal)

Tulsidas' Ramcharitamanas (abridged by Syam Sunder Das)..

Grammar—By Chandra Mauli Shukul.

Translation—English into Hindi.

Composition—Letters.

Reading Petitions and documents in court script.

} The whole.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I-IV.

SANSKRIT:—(Allahabad University Matriculation Course for 1923.)
Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

} The whole.

Grammar—Simple declensions and conjugations, and elementary rules of syntax and compounds.

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice-versa.

PERSIAN:—Persian Entrance Course (Punjab University).

Grammar—Miftah-ul-Qawaid (Anwar Ahmedi Press, Allahabad).

Translation—Persian into English and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—(1) Law—Whitworth's Law Lectures.

Lectures on Hindu and Muhammadan Law.

(2) Surveying—Theoretical and Practical by means of Lectures.

(3) Notes on:—(i) Patwari papers, (ii) Revenue Administration and (iii) Irrigation.

} The whole.

ADVANCED MATHEMATICS:—Special Group Set I:—

(1) Algebra—Baker and Bourne—Chapters 1-25 and 36-38.

(2) Geometry—Hall and Stevens—Parts I to V, with easy deductions.

Theorems—1-18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-19, 22, 23, 25-34.

(Corresponding with the Allahabad University Matriculation Standard).

Second Class.

Compulsory Subjects.

English.

TEXT BOOKS:—ANTONY HOPE—Prisoner of Zenda (abridged).

Shakespeare—The Merchant of Venice.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) English—Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the Industrial Revolution).—The whole.

(b) Vincent Smith—Oxford Student's History of India.

The British Period, pp. 132 to end.

GEOGRAPHY:—World with special reference to British Empire and India.

(1) Morrison's Junior Geography of India.

(2) Macmillan's Geographical Exercise Books Nos. I and III.

(3) The Atlas Geographies—British Isles.

(4) The Atlas Geographies—Physical Geography.

Pendlebury and Tait—Chapters 1-40 ('Two years' Course).—all except stock and shares.

Translation—English into Hindi.

Buchanan's Art Drawing, Plates, 24-29.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

Dr. Hill's Chemistry for Indian Schools, Part III.

SANSKRIT:—(Allahabad University Matriculation Course for 1924).
 Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press Allahabad). } The Half.

K. P. Trivedi's Sanskrit Teacher.

Translation :—English into Sanskrit and vice-versa.

Upakramanika by Vidyasagar, edited by Bhattacharya (National Press).—The whole.

PERSIAN :—Punjab University Entrance Course—pp. 103-202.

Grammar—Miftah-ul-Qawaid—2nd half.

Translation—English into Persian and *vice-versa*.

Administration or Advanced Mathematics (one to be taken):

ADMINISTRATION :—LAW—Mr. Gaffar Saiyad's Elements of Criminal Law—Chaps. I-IX
General Notes on Land Revenue System.

ADVANCED MATHEMATICS:—Special Group Set II (Two years' Course) as in Diploma Class.—Geom.—Pts. 3 & 4 & Algebra up to H. C. F.

Third Class.

Compulsory Subjects.

English.

TEXT BOOKS:—Ker and Cleaver's *Heroes of Exploration and Discovery*—Selections.
Arnold—Sohrab and Rustam.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—(a) English—Junior Cambridge Historical Reader.

(Early Britain; the Roman Occupation; the Norse Invasion; the Danish and Norman Conquest; Constitutional development under Henry I, Henry II, John deMontfort and Edward I, the Hundred Years' War; and the Wars of the Roses). } Finished.

(b) Indian—Thompson's Junior History of India (to end of Moghul Empire) 89 pages.

GEOGRAPHY :—The world, with special reference to British Empire and India.

- (1) The Atlas Geographies—British Empire.
- (2) Macmillan's Geographical Exercise Book No. III.
- (3) The British Empire in Pictures.

Mathematics.

ARITHMETIC :—Upper Group Set III.

Pendlebury and Tait—Chapters 1-31.

ALGEBRA :—Baker and Bourne—Chapters 1-12.

GEOMETRY :—Hall and Stevens—Parts I and II, with easy deductions.

Theorems—1-18, 20-30; Problems—1-19.

Vernacular (one to be taken).

(a) **URDU :—**Guldasta-i-Adab.

Qawaid-i-Urdu, Part II—(Mission Press, Allahabad) 1st half.

Inshai Urdu Shikasta—1st half.

Translation and Composition.

(b) **HINDI :—**Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part).—Prose portion whole leaving 3 pieces only.

Tulsidas—Ramacharitamansa (abridged by Syam Sunder Das)—Kishkindha, Sundara and Lanka Kandas.

Grammar—by Chadra Mauli Shukul.—35 pages and parsing about 32 Exercises.

Composition and Translation (English into Hindi).

Drawing.

Buchanan's Art Drawing, Plates 19-23.

Alternative Subjects

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Indian Schools, Part II.

SANSKRIT :—Bhattacharya's Sanskrit Reader, Parts II and III (Ram Narain Lal). Selections.

Grammar—As given in the Reader.

K. P. Trivedi's Sanskrit Teacher—Part I.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN :—Punjab Entrance Course—pp. 1-103.

Grammar—Miftah-ul-Qawaid—1st half.

Translation—English into Persian and *vice-versa*.

Fourth Class.
Compulsory Subjects.
English.

TEXT BOOKS :—Prose—High Roads to History, Books III (1—23) and IV.
Tanglewood Tales—Hawthorne.
Poetry—English Poetry (2nd Series Ballads) by J. Nelson Fraser.
(Burial of Sir John Moore; Lord Ullin's daughter;
Wreck of the Hesperus; Death of de Boune.)
Grammar—New Manual of English Grammar.
Composition—Wren's Progressive Composition.
Translation.
Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).—
Baber to the end.
GEOGRAPHY :—No book prescribed—Northern continents.

Mathematics.

ARITHMETIC :—Upper Group Set IV.—
Hall, Stevens and Simm's Arithmetic for Indian Schools—Chapters 7, 12, 13, 14 and 16, together with revision of work done in lower sets.—Left out problems on clock, race and games of skill, time and distance.—Left out proportions in Chap. 16.
ALGEBRA :—Baker and Bourne—Chapters 1-6.
GEOMETRY :—Hall and Steven's—Part I.—Theorems 1-16. Problems 1-13, } The whole,
with easy deductions. } leaving out deductions.

Vernacular (one to be taken).

- (a) **URDU :—**Guldasta-i-Adab. } The whole.
Qawaid-i-Urdu, Part I (Mission Press, Allahabad), 2nd half. }
Composition.
Translation—English into Urdu.
(b) **HINDI :—**Hindi Final Reader (Indian Press, Allahabad) 77 pages.
Balvyakaran, Part II, by Narayan Prasad 86 pages.
Composition. 30 Exercises
Translation—English into Hindi.

Drawing.

Buchanan's Art Drawing, Plates 13-18.
Model Drawing of cubes, rectangles, cylinders, &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE :—Both Theoretical and Practical.
Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part I.
SANSKRIT :—Bhattacharya's Sanskrit Reader, Parts I and II.—Part I the whole,
leaving out last 7 lessons.
Grammar as given in the Reader.—The whole.
Translation—English into Sanskrit and *vice-versa*. easy sentences given in Part I.
PERSIAN :—Gulzar Dabistan, pp. 1-16 and 24-39.
Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—De Witt—The Wanderings of Ulysses.—Omitting certain Chapters.

Horatius—41 Stanzas.

Composition—Wren's Progressive Composition.

Grammar.—Parts of Speech.

Translation and Retranslation.

Reading, Recitation and Composition.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular).—Chapter II to the end of Temur.

GEOGRAPHY :—No book prescribed—Southern Continents.

Science.—Oral Instruction (Object Lessons).

1. Stages of germination of seeds.
2. Light, air and water are necessary for the growth of plants.
3. Effect of manure and salt on plants.
4. Effect of heat on solids.
5. Effect of heat on water. Evaporation, Steam, Condensation, Rain, Distillation
6. Effect of heat on air. Movement of hot air, Ventilation.
7. Hot air holds more moisture than cold air.
8. The earth gets hot more quickly than water. Winds, Monsoon.
9. The earth gets cool more quickly than water. Sea breezes.

Observation and record of clouds, rain, direction of wind and temperature.

MINERAL PRODUCTS :—Metals: Iron, Copper, Tin, Lead, Zinc.

NON-METALS ;—Sand, Marble, chalk and lime, coal, charcoal, sulphur.

Life History of Frog.

Mathematics.

Middle Group Set V.

ARITHMETIC :—Hall, Stevens and Simm's—Chapters 3, 6, and 9 revision of work done in lower Sets.—Chapter 7 Unitary method, simple examples.

ALGEBRA :—Baker and Bourne—Chapters 1-6 simple examples only.

GEOMETRY :—Hall and Stevens—Part I. Practical. Problems 1-8.

Vernacular (one to be taken).

(a) **URDU :—**Kamak-i-Urdu—2nd half.—The whole.

Qawaid-i-Urdu, Part I—(Mission Press, Allahabad) 1st half.
Composition.

(b) **HINDI :—**Hindi Praveshika (Indian Press, Allahabad) 100 pages.

Balvyakaran Part I by Narayan Prasad.—The whole.

COMPOSITION.—30 Exercises,

Drawing.

Buchanan's Art Drawing—cubes, rectangles, cylinders, &c. Shading with pencil.

Sixth Class.

English.—TEXT BOOKS;—Longman's New English Course for Indian Schools—4th Reader.
 Nelson's Indian Reader Book 3.
 Children far away (Human Geographies, George Philip and Son).
 Lyrical poetry.—John Gilpin, Inchcape Rock.
 Copy writing.

} In parts.

Geography.—No book prescribed—1. World in outline.
 2. India in outline (*vide* scheme.)

Science.—Oral Instruction—(Object Lessons).

Plants and the classification of their parts:—Roots, stems, leaves, flowers, fruits, seeds, and their functions.

Roots used as food:—Turnip, carrot, etc.

Stems " " Sugar-cane, ganth gobi.

Leaves " " Cabbage, sag, podina.

Flowers " " Cauliflower, kachnal.

Fruits " " Orange, lemon, banana.

Seeds " " Barley, pea, gram.

TREES—Identification of some of the common trees of the neighbourhood by their leaves, barks, and general features.

Shisham, Nim, Pipal, Bargad, Babul, Molsari, Nim-chameli.

GRAINS AND PULSES—Wheat, Barley, Millet, Maize, Urd, Moong, Chana, Matar.

OBSERVATION LESSONS ON THE FOLLOWING:—

Cotton, Tobacco, Honey, Oil, Sugar, Milk, Wool, Leather, Butter, Ghee.

Arithmetic.—Middle Group Set VI:—

Hall, Stevens and Simm's Arithmetic—Chapters 2, 4, 5 and 8 H.C.F. and L.O.M. by factors or otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in lower Sets, measures of weight, length and capacity, English, Indian and Metric measures of time, Multiplication Tables up to 20×20 , $20 \times \frac{1}{2}$, $20 \times 1\frac{1}{2}$, $20 \times 1\frac{1}{4}$.—The whole.

Practical Geometry—Use of Mathematical Instruments—straight lines and angles at a point and their bisection.

Vernacular (one to be taken.)

(a) **URDU**:—Kamak-i-Urdu—1st half.—The whole.

Grammar—Aziz-ul-Mubtadi. Part I.

Copy writing and Dictation.

(b) **HINDI**:—Lower Middle Hindi Reader—Selections.—90 pages.

Balvyakaran Part I, by Narayan Prasad.—The whole.

Copy writing and Dictation.

Composition.—30 Exercises.

Drawing.—Buchanan's Art Drawing Plates, 4-6, and Model Drawing, cubes, rectangles in various positions.

Seventh Class.

English.—TEXT BOOKS:—Longman's New English Course for Indian Schools—3rd Reader.—The whole.

Young India Readers I & II (Oxford University Press).

Copy writing.

Geography.—No book prescribed—Outline Geography of Rajputana, Division of land and water (World Map).

Science.—Object Lessons (in vernacular). The same as for class VIII and the following:—

Slate, Pencil, Chair, Umbrella, Knife, a pair of Scissors, Gum, Camphor, Chalk, Pin, Nail, Screw, Needle, Screw-driver, Saw, Chisel.

Arithmetic.—Lower Group Set VII.

Hall, Stevens and Simm's Arithmetic—Chapters, 1, 2 and 4.

The compound Rules—Indian and English money and weights (no fractions of pies, pennies, chhataks or ounces). Prime numbers and Factors and H. C. F. and L. C. M. by Factors only and revision of work done in Lower Sets.—The whole.

Vernacular (one to be taken).

(a) **URDU**:—Lower Primary Reader Part II.—The whole.

Qawad-i-Urdu (Nawal Kishore Press).

Grammar—Parts of Speech.

Copy writing and Dictation.

(b) **HINDI**:—Upper Primary General Reader (Indian Press).—25 Stories.

Hindi Reader for Class II.—The whole.

Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing. Plates 1-3.

Model Drawing, cubes in various positions.

Eighth Class.

English.—TEXT BOOKS:—Macmillan's New English Reader—Primers I & II.

Copy writing.

Primer I for VIII B.—The whole.

Primer II „ „ A.—The whole.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local Map). Plans of class room and compound. Model in sand of picture and plan in Phillip's Chart.

VIII.—A=Geography of Ajmer.—VIII.—B=cardinal points and Geographical terms.

Science.—Object Lessons (in vernacular). SIMPLE SHAPES—Straight and curved lines, round, pointed and blunt.

SIMPLE FORMS.—Cube, Cylinder, Cone, Sphere, Square, Rectangle, Triangle, Angle.

SPECIFIC PROPERTIES OF BODIES.—Hard or Soft, Elastic or Inelastic, Brittle or Tough, Transparent or Opaque, Dull or Bright, Thick or Thin, Long or Short, Heavy or Light.

TASTE.—Sweet, Bitter, Sour, Salt, Flat.

VEGETABLE.—Carrot, Radish, Brinjal, Potato, Coriander, Methi, Palak, Loki, (Gourd), Bhindi (Lady's finger).

FRUITS.—Orange, Plantain, Guava, Mango, Pomegranate, Tamarind, Plum, Mulberry, Lemon.

ANIMALS.—Cow, Buffalo, Goat, Sheep, Cat, Dog, Ass, Horse, Camel, Elephant.

Arithmetic.—Lower Group Set VIII.

Notation and Numeration of Numbers of not more than 12 figures. The Four Simple Rules. Multiplication Tables from 1-20. Revision of work done in Set IX.

Lower Group Set IX.

Notation and Numeration of Numbers of not more than six figures both English and Indian Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) **URDU** :—A & B Sections—Urdu ka Naya Qaida (Indian Press, Allahabad).
Urdu Reader No. 1.

Lower Primary Reader, Part I.

Copy writing.

(b) **HINDI** :—A & B Sections—Hindi Primer (Indian Press).

Hindi Reader for Preparatory Class B (Nawal Kishore Press)

Hindi Reader for Class I (Nawal Kishore Press).

Copy writing.

Drawing.—Crayon and brushwork, Exercises Nos. 1 and 2.

Freehand :—Straight and curved lines in various positions.

Mayo College, CLASS TIME-TABLE

Days.	1st Period.	2nd Period.	3rd Period.
Monday ...	3rd year—Civil Law. 2nd year—Vernacular. 1st year—Administration. Diploma—Vernacular. Special Set. 2.—Arithmetic. III.—Drawing. IV.—English Text. M. G. Set. 5.—Mathematics. M. G. Set. 6.—Do. VII.—Vernacular. VIII.—Hindi.	Post-Diploma—English Prose. Diploma—Poetry. II.—Religion. U. G. Set. 3.—Mathematics. Do. 4.—" V.—Vernacular. VI.—English Text. VII.—" VIII.—Drawing.	Post-Diploma Essay & Grammar. Diploma—Law. Advanced Mathematics. II.—Indian History. III.—Geography. IV.—Science and Sanskrit. V.—English Text. VI.—English Dictation. VII.—English Dictation & Copy-writing. VIII.—Object Lessons.
Tuesday ...	3rd year—Civil Law. 2nd year—Revenue Law. 1st year—Translation. Diploma—English History. II.—Prose. III.—Geography. IV.—English Dictation and Copy-writing. M. G. Set. 5.—Mathematics. Do. 6.—" VII.—Drawing. VIII.—English Text.	3rd year—Law. 2nd year—Administration. 1st year—Revenue Law. Special Set. 1.—Arithmetic. II.—Hindi. III.—Poetry. IV.—Science and Sanskrit. V.—Geography. VI.—Object Lessons. VII.—English Text. VIII.—English Dictation and Copy-writing.	Post-Diploma—Prose. Diploma—Poetry. Special Set. 2.—Arithmetic. III.—Translation. IV.—Science and Sanskrit. V.—English Dictation and Copy-writing. VI.—English Text. VII.—Geography. VIII.—Hindi.
Wednesday ...	Post-Diploma—Poetry. Special Set. 1.—Arithmetic. II.—Drawing. III.—English History. IV.—Vernacular. M. G. Set. 5.—Mathematics. Do. 6.—" VII.—Geography. VIII.—A. & B.—English Text.	3rd year—Vernacular. 2nd year—Political Economy. 1st year—Do. Diploma—Prose. II.—Science and Sanskrit. III.—Prose. IV.—Drawing. V.—Vernacular. VI.—English Text. VII.—Conversation. VIII.—A. English Dictation and Copy-writing. B. Geography.	3rd year—Administration. 2nd year—Civil Law. 1st year—Revenue Law. Diploma—General Knowledge. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.—" V.—English Text. VI.—Geography. VII.—Vernacular. VIII.—Drawing.
Thursday ...	3rd year—Administration. 2nd year & 1st year—Administration. Diploma—Poetry. II.—Law. III.—Hindi. IV.—Geography. M. G. Set. 5.—Mathematics. Do. 6.—" VII.—English Text. VIII.—A. Dictation & Copy-writing. B. Geography.	3rd year—History. 1st & 2nd year—Political Economy. Special Set 1. Arithmetic. II.—Essay and Grammar. III.—Science and Sanskrit. IV.—Vernacular. V.—Geography. VI.—Object Lessons. VII.—Drawing. VIII.—English Text.	3rd year—History. 2nd year—Criminal Law. 1st year—Arithmetic. Diploma—Vernacular. II.—Conversation. III.—Drawing. IV.—English Text. V.—Science. VI.—Geography. VII.—Vernacular. VIII.—Religion.
Friday ...	3rd year—Vernacular. 2nd year—Civil Law. 1st year—Arithmetic. Diploma—Vernacular. II.—Poetry. III.—English History. IV.—Grammar & Composition. M. G. Set. 5.—Mathematics. Do. 6.—" VII.—Drawing. VIII.—English Text.	Post-Diploma—Essay & Grammar. Diploma—Law and Advanced Mathematics. II.—Hindi. III.—Hindi. IV.—Geography. V.—Conversation. VI.—English Text. VII.—Object Lessons. VIII.—A.—Geography. B.—English Copy-writing.	3rd year—Administration. 2nd year—Civil Law. 1st year—Civil Law. Diploma—Prose. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.—" V.—Vernacular. VI.—Grammar and Composition. VII.—English Text. VIII.—Vernacular.
Saturday ...	3rd year—Administration. 2nd year—History. 1st year—History. Diploma—Prose. II.—Hindi. III.—Prose. IV.—History. M. G. Set. 5.—Mathematics. Do. 6.—" VII.—Hindi. VIII.—Drawing.	Post-Diploma—Prose. Diploma—Surveying & Advanced Mathematics. II.—Indian History. III.—Science and Sanskrit. IV.—Drawing. V.—English Text. VI.—Geography. VII.—English Text. VIII.—A.—English Dictation and Copy-writing. B.—Geography.	3rd year—Civil Law. 2nd year—Vernacular. 1st year—Administration. Diploma—Translation. II.—Prose. III.—Science and Sanskrit. IV.—Vernacular. V.—Drawing. VI.—Conversation. L. G. Set. 7.—Arithmetic. Do. 8.—" Do. 9.—"

4th Period.	5th Period.	6th Period.
3rd year—Revenue Law. 2nd year—Administration. 1st year—Criminal Law. Diploma—Indian History. II.—Hindi. III.—Prose. IV.—Conversation. V.—Drawing. VI.—Vernacular. VII.—Object Lessons. VIII.—English Text.	3rd year—Civil Law. 2nd year—Revenue Law. 1st year—Vernacular. Diploma—Science and Sanskrit. II.—Poetry. III.—Conversation IV.—Vernacular. V.—History. VI.—Drawing. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—Translation. 2nd year—Civil Law. 1st year— Diploma—Science and Sanskrit. II.—Law & Advanced Mathematics III.—Hindi. IV.—Geography. V.—Science.
Post-Diploma—Religion. Diploma—Vernacular. II.—English History. U. G. Set. 3.—Mathematics. Do. 4.— V.—English Text. VI.—Vernacular. VII.—Dictation and Copy-writing. VIII.—Conversation.	3rd year—Administration. 2nd year—Arithmetic. 1st year—Criminal Law. Diploma—Indian History. II.—Religion. III.—Science and Sanskrit. IV.—English Text. V.—Vernacular. VI.—Grammar and Composition. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—Vernacular. 1st & 2nd year—Indian History. Special et. 1.—Arithmetic. II.—Translation. III.—Science and Sanskrit. IV.—Translation. V.—Grammar and Composition. VI.—Geography.
3rd year—Revenue Law. 2nd year—Translation. 1st year—Civil Law. Diploma—Vernacular. II.—Poetry. III.—Religion. IV.—English Text. V.—History. VI.—Vernacular. U. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—Civil Law. 2nd year } Surveying. 1st year } Diploma—Geography. II.—Prose. III.—Hindi. IV.—Geography. V.—Translation. VI.—English Dictation and Copy-writing. VII.—English Text. VIII.—Hindi.	
Post-Diploma—General knowledge. Diploma—Essay and Grammar. II.—Geography. U. G. Set. 3.—Mathematics. Do. 4.— V.—English Text. VI.—Religion. VII.—Dictation and Copy-writing. VIII.—A.—Geography. B.—Dictation and Copy-writing.	Post-Diploma—Poetry. Diploma—Science and Sanskrit. II.—English History. III.—Poetry. IV.—Religion. V.—Drawing. VI.—English Text. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year Criminal Law. 2nd year—Vernacular. 1st year—Administration. Diploma—Science and Sanskrit. Special Set. 2. Arithmetic. III.—Geography. IV.—History. V.—Translation.
Post-Diploma—Poetry. Diploma—Geography. II.—Administration and Advanced Mathematics. III.—Poetry. IV.—Science and Sanskrit. V.—Religion. VI.—Drawing. VII.—Geography. VIII.—Object Lessons.	3rd year—Civil Law. 2nd year—Administration. 1st year—Vernacular. Diploma—Religion. II.—Science and Sanskrit. III.—Essay and Grammar. IV.—English Text. V.—English Text. VI.—Translation. L. G. Set. 7.—Arithmetic. Do. 8.— Do. 9.—	3rd year—History. 1st & 2nd year—Criminal Law. Diploma—Administration & Advance Mathematics. II.—Science and Sanskrit. III.—Indian History. IV.—Translation. V.—Geography.
3rd year—Criminal Law. 2nd year & 1st year—Surveying. Diploma—English History. II.—Science and Sanskrit. U. G. Set. 3.—Mathematics. Do. 4.— V.—Geography. VI.—English Text. VII.—Religion. VIII.—A.—Geography. B.—English Dictation and Copy-writing.	3rd year—History. 2nd year } —History. 1st year } Diploma—Science and Sanskrit. Special Set. 2.—Arithmetic. III.—Drawing. IV.—English Text. V.—Grammar and Composition. VI.—Vernacular. VII.—Dictation and Copy-writing. VIII.—English Text.	

Statement showing the number of boys following the different courses.

CLASS.	Number of boys in Class.	SCIENCE AND CLASSICAL LANGUAGE.				VERNACULAR.		ADMINISTRATION OR ADVANCED MATHEMATICS.	
		Science.	Classical Language.		Hindi.	Urdu.	Administration.	Advanced Mathematics.	
			Sanskrit.	Persian.					
Post-Diploma Class 3rd year	4	.....	.....	.....	.....	.....	.....	.....
Do, do, 2nd year	1	.....	.....	.....	.....	.....	.....	.....
Do, do, 1st year	2	.....	.....	.....	.....	.....	.....	.....
Diploma Class	12	7	5	.....	12	.....	11	1
Class II	8	4	4	.....	7	1	5	3
Class III	12	5	7	.....	12	.....	.....	12
Class IV	12	9	2	1	11	1	.....	.....
Class V	11	.....	.....	.....	11	3	.....	.....
Class VI	17	.....	.....	.....	16	1	.....	.....
Class VII	13	.....	.....	.....	10	3	.....	.....
Class VIII A & B	31	.....	.....	.....	28	3	.....	.....
Total	126	23	18	1	107	12	16	16	

* Includes
 † Do.
 ‡ Do.
 § Do.
 ¶ Do.

... 2 Marathi.
 ... 1 Urdu.
 ... 3 Gujarati.
 ... 1 Urdu.
 ... 1 Gujarati.

ANNEXURE M.

HIGHER DIPLOMA EXAMINATION, 1923.

ENGLISH :—PAPER No. 1—PROSE.

TIME ALLOWED 3 HOURS—Maximum Marks 150.

(Only five questions to be attempted; of these at least one must be taken from each part A. B. & C.)

A.

1. What do you consider to be the essential requirements of a short story? Which of the selected stories read best meets these requirements, and how?
2. The stories in the selections read cover a period of nearly a hundred years. Can you detect any change or development during that period? Have you noticed any further change in the still more recent short stories of contemporary fiction?
3. On the analogy of Rip Van Winkle's history, and in the narrative style of Washington Irving, gives a brief picture of a similar re-awakening in India in 1923.

B.

4. What qualities have lead Creasy to classify certain battles as 'decisive'? How far do the battles selected for description justify his choice?
5. Compare the battles of Hastings and Marathon.
6. What was the significance of Waterloo in the history of the World?

C.

7. "In a word," Madame Defarge went on, "my husband has not my reasons for pursuing this family to annihilation, and I have not his reasons for regarding this doctor with any sensibility."

What were the reasons in each case and in what way did either prevail?

8. Sketch the character of Sydney Carton.
9. The Tale of Two Cities is probably the most widely read of Dickens's books. What qualities are there in any of his works, and especially in this one, to appeal to people of so many nationalities and so many generations?

PAPER No. II.—POETRY.

TIME ALLOWED 3 HOURS—Maximum Marks 150.

(Questions 1 and 2 must be attempted and three other questions, of which one at least must be taken from Part A.)

1. Explain with reference to the context:—

- (1) "To have no screen between this part he played
And him he played it for, he needs will be
Absolute Milan." (Tempest)

(2) "If I have too austere punished you,
Your compensation makes amends, for I
Have given you here a thread of mine own life,
Or that for which I live." (Tempest.)

(3) "Did you by indirect and forced courses
Subdue and poison this young maid's affections?
Or came it by request and such fair question
As soul to soul affordeth?" (Othello.)

"O thou weed,

(4) Who art so lovely fair, and smell'st so sweet
That the sense aches at thee, would thou hadst ne'er been born." (Othello)

2. Write in modern English without more change than is absolutely necessary:—

"Ye goon to Canterbury—God you speeds,
The blissful martir quite yow yours needs!
And, well I woot, as ye goon by the weye,
Ye shapen yow *to talen* and *to pleye*;
For trewely confort he myrthe is noon
To ride by the weye doumb as a stoon;
And therefore wol I maken yow disport,
As I seyde erst, and doon you yow som confort,
And if you liketh alle, by oon assent,
Now for to standen at my juggement,
And for to werken as I shal yow seys,
To-morwe, whan ye riden by the weys,
Now, by my *fader soules*, that is deed,
But ye be myrie, *smyteth* of myn heed!"

And grammatical notes on the words underlined.

A.

3. Explain the references in the words underlined below:—

(a) ".....to Canterbury they wende,
The *hooly blisful* martir, for to seke."

(b) "His *tithes* payeds he full faire and well."

(c) "Wel knew he the olde *Esculapius*."

(d) "Wel semed ech of them a fair burgeys
To sitten in a *yeldehalle*, on a deys."

4. Chaucer ranks among the great English poets. Show by allusion to the prologue whether this reputation is deserved, or not.

B.

5. Describe Prospero's Island.

6. Do you think that Miranda or Desdemona is the better character?

7. Is it possible for a man of Othello's generous character to be influenced by such a person as Iago? Support your opinion by quotation from, or reference to, this text.

8. Describe Caliban's appearance and character.

PAPER No. III.—(UNSEEN.)

TIME ALLOWED 3 HOURS—Maximum Marks 150.

1. Paraphrase in simple prose:—

"He carved in stone. Out of his quiet life
 He watched as any faithful seaman charged
 With tidings of the myriad faring sea,
 And thoughts and premonitions through his mind
 Sailing as ships from strange and storied lands
 His hungry spirit held, till all they were
 Found living witness in the chiselled stone,
 Slowly out of the dark confusion, spread
 By life's innumerable venturings
 Over his brain, he would triumph into the light
 Of one clear mood, unblemished of the blind
 Legions of errant thought that cried about
 His rapt seclusion: as a pearl unsoiled,
 Nay, rather washed to lonelier chastity,
 In gritty mud, And then would come a bird,
 A flower, or the wind moving upon a flower,
 A peasant face as were the saints of old,
 The leer of custom, or the bow of the moon
 Swung in miraculous poise some stray from the world
 Of things created by the eternal mind
 In Joy articulate. And his perfect mood
 Would dwell about the token of God's mood,
 Until in the bird or flower or moving wind
 Or flock or shepherd or the troops heaven
 It sprang in one fierce moment of desire
 To visible form."

(Drink-water.)

2. Give lucidly and as briefly as possible the substance of the following passage:—

"There is an unorthodoxy in small matters and another in matter of the greatest import, and one must distinguish between them because they usually have very different causes. The minor unorthodoxy may be only a sacrifice of smaller to greater things; and even wise men may take some pleasure in it as a protest against the sacrifice of greater things to smaller. There are so many matters in which one may have a high standard that it is necessary to choose among them, and the world is always apt to keep its standard high in material things rather than in spiritual. Thus, cleanliness is a most important point in the orthodoxy of the well-to-do. Indeed it is far more necessary to social success than godliness, and many, to whom it is a pleasure regard it in themselves as a virtue. So there have been saintly men, in modern times and in England, who have insisted even in their practice that cleanliness comes after godliness. They have fallen far short of the orthodox standard in this physical matter, but only because of their greater orthodoxy in spiritual matters. Again, the Bohemianism of artists is a minor unorthodoxy, and often there is some protest in it against certain minor orthodoxies. The Bohemian of sense, being poor, would rather live freely and easily than imitate the extreme domestic order of the rich. He does not care if his home is a little untidy provided he can enjoy himself in it, nor if his hospitality is happy-go-lucky so long as he can afford to be hospitable. But if he goes further in revolt and dislikes disorder for its own sake, then his unorthodoxy has begun to pervert his judgment, and he becomes himself a proof of the value of that minor orthodoxy which he professes to despise. So a saint who rolled in the mud to show his contempt of cleanliness, would prove thereby the value of cleanliness, not only to the body but also to the mind. He would prove that the minor unorthodoxy may lead to the major, which is the very point that he began by disputing.

Cleanliness and order in themselves are good things, and there is nothing to be said against them except when things still better are sacrificed to them. But the major unorthodoxy consists in saying that good things are bad in themselves, and when once you have said that about small matters you may soon say it about great. The rebellion of the major unorthodoxy is not particular, but general. It is the rebellion of an anarchist rather than of a revolutionary, and would destroy the whole fabric of human judgment rather than correct minor errors in it.

Very often those who fall into the major orthodoxy are not aware what has happened to them, and do not carry it very far. Indeed, no human being has ever been thoroughly consistent in it. Even Milton's Satan, though he cried "Evil, be thou my good," not only displayed virtues, but recognised them as virtues. He paid that unconscious homage to the moral order while he was professing complete rebellion against it."

(Anon.)

3. The following contain errors or irregularities. Comment upon them:—

- (a) "With a view to remove these irregularities....."
- (b) "And that she should force me, by the magic of her pen to mentally acknowledge, albeit with wrath and shame, my own inferiority." (Corelli)
- (c) "But, apart from all that, we see two pinching dilemmas even in this opium case—dilemmas that screw like a vice which tell powerfully in favour of our Tory views."

(De Quincey).

- (d) There is a natural desire in the mind of man to sit for one's picture."

(Hazlitt)

- (e) "Miss Tox was often in the habit of assuring Mrs. Chick that.....(Dickens.)

- (f) "She would hear nothing of a declaration of war, or give any judgment....."

4. The following advertisement has appeared in the newspaper. Criticise in detail the language of it.

"This is the most wonderful preparation of all the pickles prepared by others. By using this pickle not only you increase the taste of the tongue but also saliva to a great extent which mixes freely with the food and causes Digestion. If once you begin to eat this pickle, you will never have the mind to leave it till you finish remnant of the same and yet you will never be content thereof. Not only taste it gives but at the same time it roots out the bile and give good health. This has been untouched by hand when prepared and no man defrauds his caste by using it. It has been packed carefully after personal supervision and hence no danger is awaited."

PAPER No. IV—ESSAY.

TIME ALLOWED 3 HOURS.—Maximum Marks 150.

Write an essay on *one* of the following subjects:—

- 1. "Most of the luxuries, and many of the so called comforts of life, are not only not indispensable, but positive hindrances to the elevation of mankind."
- 2. The position of the press in the twentieth-century India.
- 3. On being a gentleman.
- 4. The Fear of the Infinite.

INDIAN HISTORY AFTER 1000 A. D.—PAPER No. 1.

TIME ALLOWED 3 HOURS.—Maximum Marks 355.

(Six questions to be attempted, three from each part.)

PART 1.

1. Give a brief analysis of the invasions of Mahmud of Ghazni.
2. Why have so many important battles been fought in what is now the Karnal district of the Punjab?
3. Write a brief biographical sketch of Muhammad bin Tughlak. Whence is our information derived?
4. Draw a map Southern India in 1550 to illustrate the various kingdoms.
5. Jahangir has been described as a "mixture of opposites." Comment on this.

PART 2.

6. Give the main reasons for the failure of the French and Portuguese in India.
7. How far do you consider that the personality of the Governors-General influenced the policy of the East India Company from 1798-1856?
8. Aurungzeb has been called the "Great Puritan of India." How far is this title justified and what was its subsequent effect upon the Moghul Empire?
9. Give a brief account of the Fourth Mysore War, and illustrate your answer with a map.
10. "Whatever thought was devoted to military preparation in India was directed to the Punjab." This statement was made just before the mutiny. How far do subsequent events prove its truth?
11. What do you understand by the "Forward Policy" and a "Scientific Frontier"?
12. Compare and contrast the Indian Reforms Act of 1919 with the Act constituting the other Dominions of the Empire.

ANCIENT INDIA.—PAPER No. 2.

TIME ALLOWED 3 HOURS.—Maximum Marks 355.

(Six questions only to be attempted.)

1. From what main sources do we obtain our knowledge of early Indian History?
2. It has been stated that, strictly speaking, there is no Buddhist period in Indian History. Comment on this.
3. Estimate the mutual influence of India and the West upon one another produced by the invasion of Alexander and the establishment of the Graeco-Bactrian monarchies.
4. Give a brief account of the military and municipal organization of Chandragupta Maurya.
5. "The term Rajput as applied to a social group has no concern with race." Comment on this.
6. Pulakesin the Second in the Deccan occupied a paramount position similar to that enjoyed by Harsha in Northern India. Criticize this statement.
7. Draw a map to illustrate the Empire of Asoka, marking the sites of the principal edicts.
8. Write notes on Bimbisara-Megasthenes-Hien Tsang-Kadphises the First.
9. What do you know of the literature and art of the period of Kanishka?

ADMINISTRATION.

1. How are the poor requiring relief in a Famine classified, and in what form is the relief given?
 2. Explain Famine Insurance Fund?
 3. What court can enhance a sentence passed by the court of a 2nd class Magistrate and how should it do so?
 4. Define "Financial Commissioner."
 5. What do you understand by the term 'Juvenile Offender', and how should such offenders be treated in a Jail?
 6. Explain the terms (a) Lawazma (b) Personal Expenditure and (c) Hath Kharch in the case of Indian Chief.
 7. When should a test work be closed and under whose sanction?
 8. Whose duty is it to select camps for relief workers and what arrangements must he make before opening a work?
 9. What procedure should an Officer in charge of a Famine Relief Work adopt when cholera breaks out on a work?
 10. What should be the composition of a gang on a relief work?
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ANNEXURE N.

DIPLOMA EXAMINATION 1923.

ENGLISH PROSE.

A.

(All three questions to be attempted.)

1. (a) "When I lay down that night on the kitchen chests, I was a man of means and had a name in the country.....I lay till dawn, looking at the fire on the roof and planning the future."

(1) What changes had occurred to David during that evening?

(2) Was he looking at the fire, or at the roof, or at both?

- (b) "He had a fine gallant air; people stood at their doors to look after him, as he went by upon a mettled horse. I have seen it with these eyes, and I ingenuously confess, not altogether without envy; for I was a plain lad myself and a plain man's son."

What had he seen with his own eyes and why was he envious?

- (c) "He fetched another cup from the shelf; and, then, to my great surprise, instead of drawing more beer, he poured an accurate half from one cup to the other. There was a kind of nobleness in this that took my breath away; if my uncle was a miser, he was one of that thorough breed that goes near to make the vice respectable."

(1) Why did this action of his uncle's take David's breath away?

(2) How did he go near to make the vice respectable?

- (d) "Them that havenae dipped their hands in any little difficulty, should be very mindful of the case of them that have."

Why?

- (e) "It belongs to my chieftain, and while I would be but a silly messenger to grudge some of it that the rest might come safe, I should show myself a hound indeed if I bought my own carcase any too dear."

What considerations guided him in deciding whether to send his chieftain's money or not?

2. Explain briefly the words italicized in the following extracts:—

(a) "It's *nae* so bad now as it was *in forty-six*."

(b) "...he was to have *the selling of the lad in Californy*."

(c) "This is a great epic, a great *Odyssey* of yours."

3. The italicized words below are common English idioms occurring in your text. Indicate their meaning by explanation and illustration:—

(a) "...The petulance of a young ass that *had been spoiled*, and wanted nothing so much as to be tied up and soundly belted."

(b) "Those who knew the story *gave him the cold shoulder*."

- (c) "...the lawyer was bowing right and left and continually *being button-holed* by gentlemen on matters of borough or private business."
- (d) "...and at night when the coast was clear, would come into the house to visit me."
- (e) "...a condemned, hunted man upon my hands to ship out of the country."

B

(Three questions only to be attempted.)

4. Describe the plot by which Ebenezer Balfour was made to surrender part of his income to David, and the manner in which that plot was carried out.
5. Describe the House of Shaws.
6. Write a description of Mr. Rankeillor or of Ebenezer Balfour. Illustrate your work by references to the story.
7. What part did the silver button play in the story?
8. Describe the meeting with Cluny.
9. Sketch the plot of a similar story, but with the scene in India, and with a very brief sketch of the leading characters.

ENGLISH POETRY.—TWELFTH NIGHT.

A.

(Both questions to be attempted.)

1. Write in clear, simple prose the substance of the following:—
 - (a) "O spirit of love, how quick and fresh art thou!
That notwithstanding thy capacity
Receiveth as the sea, nought enters there,
Of what validity and pitch so'er.
But falls into abatement and low price,
Even in a minute!"
 - (b) "O, she that hath a heart of that fine frame
To pay this debt of love but to a brother,
How will she love, when the rich golden shaft
Hath killed the flock of all affections else
That live in her; when liver, brain, and heart,
These sovereign thrones, are all supplied and filled,
Her sweet perfections, with one self king."
 - (c) "O that I served that lady,
And might not be delivered to the world,
Till I had made mine own occasion mellow,
What my estate is!"
 - (d) "O what a deal of scorn looks beautiful
In the contempt and anger of his lip!
A murderous guilt shows not itself more soon
Than love that would seem hid; love's night is noon."

Caesario, by the roses of the spring,
By maidhood, honour, truth, and every thing,
I love thee so, that, maugre all thy pride,
Nor wit nor reason can my passion hide."

2. Give the context of the following and add any necessary explanatory notes:—

- (a) "By the very fangs of malice I swear I am not that I play.
Are you the lady of the house?"
- (b) "But, would you undertake another suit,
I had rather hear you solicit that
Than music from the spheres."
- (c) "He is knight, dubbed with unhatched rapier and on carpet consideration."
- (d) "So comes it, lady, you have been mistook:
But nature to her bias drew in that.
You would have been contracted to a maid;
Now are you therein, by my life, deceived,—
You are betrothed both to a maid and man."

B.

(Only three questions to be attempted. Answers should be supported, as far as possible by quotations from the text.)

3. What is the full title of the play? Why was that title given? And how does it indicate the nature of the play?
4. In addition to the main plot there is also an underplot, in which figure Maria, Sir Andrew Aguecheek, Sir Toby Belch, and others. Write the story of this underplot.
5. Was Feste really a Fool? Why does Shakespeare bring him into the play?
6. "We see far more of Orsino than of Sebastian in this play, but their actions under similar circumstances show that they possess very different characters." Is that a true statement?
7. Which of the women in the play do you like best? Give your reasons.

ESSAY AND GENERAL KNOWLEDGE.

A

(This question must be answered by all.)

1. Select one of the following subjects, and write about it in any way you like:—
- (a) The life story of any wild animal you know.
- (b) An historical incident in the history of your own family or district.
- (c) Gardens.
- (d) The advantages to a country of adequate means of communication.

B

(Four questions only to be attempted.)

2. Write short notes on the following:—

(i) Lord Incheape; (ii) Fascisti; (iii) Moplahs; (iv) Tutankhamen; (v) Coué.

3. Describe

Either

The flight of a rifle bullet,

Or

The principles of an internal combustion engine.

4. What is the League of Nations? Has it accomplished anything? Do you think that it could do more than it has done? If so, how could it do it?

5. State briefly what the following are:—

(i) Protective tariffs; (ii) Mendelism; (iii) Strikes; (iv) the British Empire Exhibition.

6. Who has occupied the Ruhr area? Why have they done it, and with what success?

7. If you wished to develop any particular Indian industry, what steps would you take to do so?

TRANSLATION.

Translate into English:—

جن دنوں ہمایوں شیر شاہ کے ہاتھ سے پریشان حال تھا دن ایسے نکوست کے تھے کہ ایک جگہ قرار نہ ملتا تھا ابھی پنجاب میں ہے ابھی سندھ میں ہے۔ ابھی بیکانیر و جیسلمیر کے ریگستان میں سرگرداں چلا جاتا ہے۔ مگر پیاری بی بی دم کے ساتھ ہے۔ جب وہ جودھپور کے سفر میں تھے تو اکبر ماں کے پیٹ میں باپ کے رنج و راحت کا شریک تھا۔ اس سفر سے پہلے اور سندھ کی طرف آئے ایام ولادت بہت نزدیک تھے۔ اس لئے بیگم کو اسر کرٹ میں چھوڑا اور آپ آگے بڑھ کر پرانی لڑائی کو تازہ کیا۔ اس عالم میں ایک دن ملازم نے آکر خبر دی کہ مبارک ہو اقبال کا تارا طلوع ہوا یہ ستارا ایسے ادبار کے وقت جھلایا تھا کہ کسی کی آنکھ اُدھر نہ اُٹھی مگر تقدیر ضرور کہتی ہوگی کہ ”دیکھنا آفتاب ہو کر چمکیگا اور سارے ستارے اس کی روشنی میں دھندلے ہو کر نظروں سے غائب ہو جائیں گے۔“

Or

Translation into English:—

جین دیناں ہمایون شہر شاہ کے ہاتھ سے دھکیا دشا یا دین اےسے اشوبہ کے تھے کہ ایک جگہ سول نہ ملتا تھا۔ अभी सिन्ध में है. अभी पंजाब में है. अभी बीकानेर और जेसलमेर के रेतीले देश में व्याकुल चला जाता है. लेकिन प्यारी बीबी जीव के साथ है. जब वह जोधपुर के सफर में थे तो अकबर मां के पेट में बाप के दुख और सुख का साथी था. इस सफर में पलटते और सिन्ध की कने आए. बाल बच्चा होने के दिन पास आगये थे. इस कारण से रानी को अमरकोट में छोड़ा और आप आगे बढ़कर पुराणे लड़ाई को नया किया. इस दशे में एक दिन एक सेवक समाचार लाया और बधाई दी कि सुखभागी का तारा उगा यह तारा ऐसी दुख के समय में झिलमिलाया था कि किसी की आंख उधर न उठी परन्तु भाग निश्चय कहता होगा “देखना ! सूरज होकर चमकेगा और सारे तारे उस की रोशनी में धंदले होकर आंखों से ओझल होजाएंगे” !

ENGLISH HISTORY.

(Only six questions to be attempted. At least two from each part.)

PART I.

1. Why were the following so called—Alfred the Great—Ethelred the Unready—Edward the Confessor?
2. Write notes on *any two* of the following:—The Coronation Stone—Simon de Montfort—The title of Prince of Wales—The battle of Agincourt—The battle of Towton.
3. Describe the circumstances leading to the separation from Rome in the reign of Henry the Eighth.
4. Contrast the Stuarts and Tudors as rulers.
5. After 1689 the monarchs of England were Parliamentary sovereigns. What is meant by this?
6. Give a short account of the principal English victories in the Seven Years War.
7. George the Third was a better man, but a worse King than his predecessors. Comment on this.

PART II.

8. The history of the British Empire may be said to have originated in the fall of Constantinople and the loss of Calais. Comment on this.
9. Write a short account of the development of South Africa, and illustrate your answer by a sketch map.
10. What is a Crown Colony? Give a description of the government of a typical one.
11. What territories have come under the control of the British Empire as the result of the Great War?
12. Account for the indifference shown towards the Colonies in the middle of the Nineteenth Century.
13. Compare and contrast :—
 The British North America Act.
 The Commonwealth Act.
 The Union of South Africa Act.
 The Indian Reforms Act.

INDIAN HISTORY.

(Not more than six questions to be attempted. At least two from each part.)

PART I.

1. Describe the invasion of Alexander and illustrate your answer by a sketch map.
2. Give some account of the empire of Harsha.
3. Write a note on Akhbar's financial policy. Does he deserve all the credit for it?
4. Write notes on—Nur Jahan—Mohammed Tughlak—Banda—Dara Shikoh.
5. What were the main causes of the fall of the Mogul Empire?

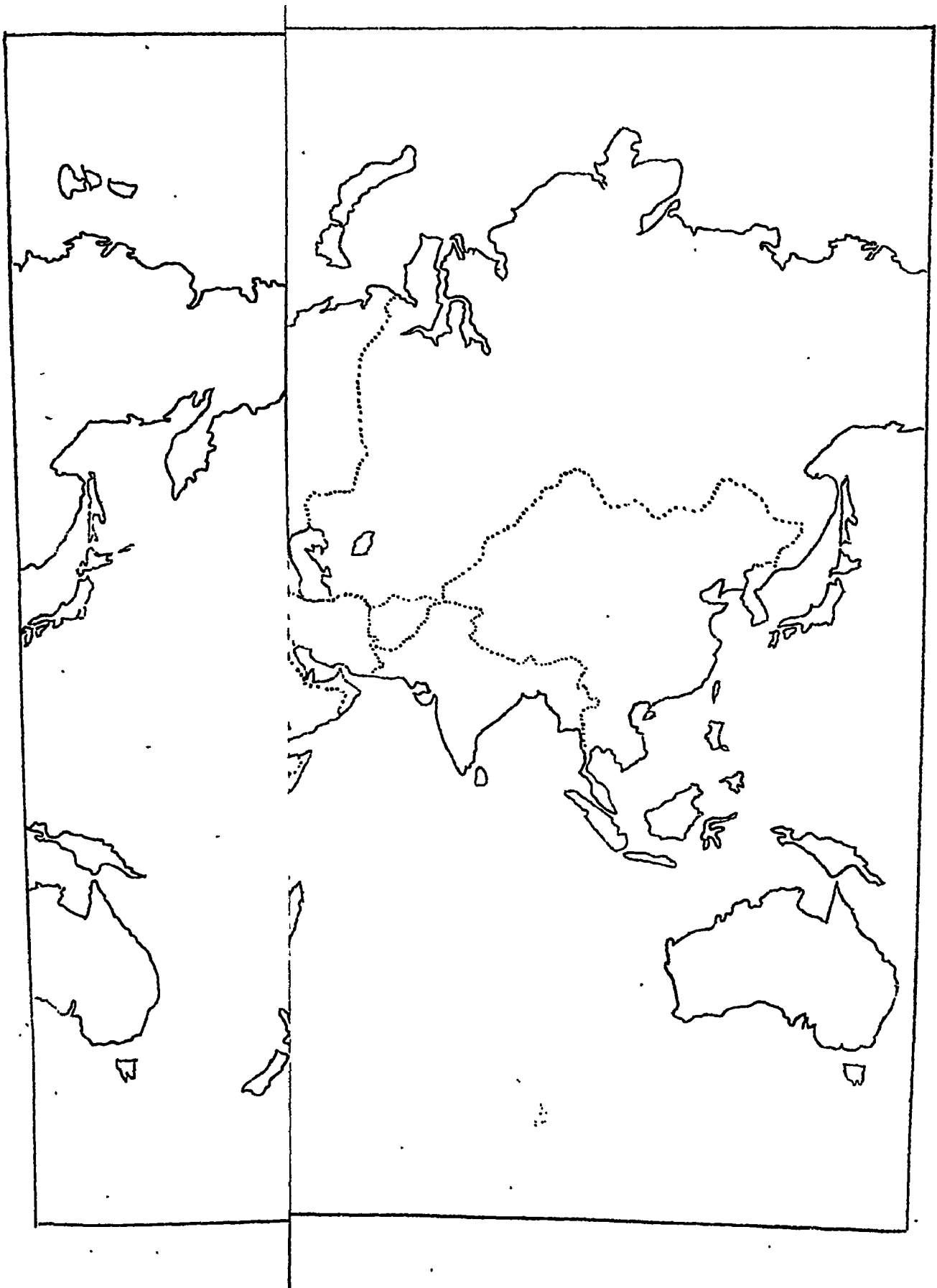
PART II.

6. Write notes on—Stringer Lawrence—Lally—Ali Verdi Khan—Mul Raj.
7. Draw a sketch map of India to illustrate the Mahratha Wars.
8. Discuss the causes and results of the Second Afghan War.
9. Give an account of the reforms of Lord William Bentinck.
10. What preliminary measures preceded the Act of 1919? Give their main provisions.

GEOGRAPHY.

1. Draw a map of India, marking in—Four ranges of mountains—Five principal rivers—Three lines of Railway.
2. In what part of the World are the following found :—Rubies—Nutmegs—Cocoa—Diamonds—Petrol?
3. Briefly explain the following :—
 - Summer Solstice.
 - Trade Winds.
 - Cyclones.
 - Hail Storms.
4. Mark on the accompanying sketch map—Rio de Janeiro—Hong-Kong—St. Helena—Malta—Pretoria—Ottawa—Wellington—Barbados—Valparaiso—Petrograd.
5. What are the principal Imports into India from—The U. S. A.—Japan?
6. Write short notes on—
 - The Sahara.
 - The Amazon.
 - The Steppes.
 - The Sargasso Sea.
 - The Terai.

N. B.—Candidates must be provided with outline maps of the World for Q. 4.



ARITHMETIC.

1. (a) Two fields of 24 and 28 acres respectively are to be divided into equal sized paddocks as large as possible; find how many plots there will be and the size of each.

(b) The books in a case can be arranged in rows of 5, 7, 9 and 15. What information does this give you as to the number of books in the case?

2. (a) A post is $\frac{1}{3}$ of its length in the ground, $\frac{1}{3}$ of its length in the water, and the rest of it, 24 feet, is above water. What is the length of the post?

(b) If 24 men could have done a piece of work in 30 days in what time was the work done if the contractor employed 6 extra men?

3. The average of 8 numbers is $6\frac{1}{2}$, the average of the three first numbers is $3\frac{1}{2}$, and the average of the two last numbers is 7. Find the average of the remaining numbers.

4. Divide Rs. 11,875 among A, B and C so that as often as A gets Rs. 4 B shall get Rs. 3 and as often as B gets Rs. 6 C gets Rs. 5.

5. (a) Find to six places of decimals the value of—

$$1 + \frac{1}{3} + \frac{1}{3^2} + \frac{1}{3^3} + \frac{1}{3^4} + \dots \text{etc.}$$

(b) In each of the numbers 7.83, 6.93, 4.68 it is known that there is a possible error of .005; what are the limits of error in the sum, and between what limits must the true sum lie?

6. In a 100 yards race A can beat B by 15 yards and B can beat C by 5 yards; by how much could A beat C in 100 yards?

7. What was the prime cost of an article which, on being sold at a gain of $7\frac{1}{2}$ per cent., yields Rs. 2 more than if it were sold at a loss of $12\frac{1}{2}$ per cent.?

8. At what price must I invest in 4 per cent. stock to get $4\frac{1}{2}$ per cent. on my money?

HINDI.—PAPER I.

(N.B.—The answers must be given entirely in Hindi.)

I. Describe briefly in your own words the Kutub Minar at Delhi.

II. “आचारवेत्ता महात्माओं ने यह नियम कर दिया है कि अतिथि आने पर यदि और कुछ न बन पड़े तो मेम पूर्ण अक्षरों की रसधारा ही मधुपर्क बनाना चाहिये। अभ्यागत की तृप्ति के लिये अपनी आत्मा को भी तृणवत् समझना चाहिये और उस समय यदि पाद्य और अर्घ्य के लिये जल न मिल सके तो आतन्दाश्रुओं से ही उस विधि का सम्पादन करना चाहिये। आपका दर्शन होते ही मैं अपना जो आसन छोड़ खड़ी होगई वह यथार्थ में आपके बैठने योग्य नहीं; तथापि मेरी प्रार्थना पर बहुत नहीं तो क्षण भर के लिये, कृपापूर्वक, आप उसे अलंकृत करें”।

(a) Who says the above, on what occasion and to whom?

(b) Will a princess speak like this to a stranger? What change in the customs and manners of the people do you find from the above passage?

(c) Give in very simple language the substance of the above.

III. (a) Parse the underlined words in the above.

(b) Analyse the second sentence in the above passage.

IV. Make use of the following proverbs and idioms in sentences of your own:—

‘अकाल और अधिक मास’ ‘मां ऐली वाप तेली और बेटा शेख सुभान अली’, ‘रोते गये और मरे की खबर लाये’, ‘गुरु तो गुड़ हो रहे, चेला शकर होगये’, and ‘बैसाख में गधे मुटाते हैं’ ।

- V. (a) अब मैं सरण तिहारी जी, मोहि राखो कृपानिधान ।
अजामील अपराधी तारे, तारे नीच सदान ॥
जल झूत गजराज उवारे, गणिका चढ़ी विमान ।
और अधम तारे बहुतेरे, भाखत सन्त सुजान ॥
कुयजा नीच भीलनी तारी, जाने सकल जहान ।
कहं लग कहूं गिनत नहि आवे, थकि रहे वेद पुरान ॥
मीरा कहे मैं सरण रावली, सुनियो दोनों कान ॥

Explain the above along with the allusions.

- (d) बहइ न हाथ दहइ रिस छाती । भा कुठार कुंठित नृप घाती ॥
भयेउ वाम विधि फिरेउ सुभाऊ । मोरे हृदय कृपा कसि काऊ ॥
आज दैव दुख दुसह सहावा । सुनि सौमित्र बहुर सिरु नावा ॥

Explain with reference to the context the above चौपाईs.

- (c) कोदंड कठिन चढ़ाइ, सिर जटा जूट बांधत सोह क्यों ।
भरकत सैल पर लसत दामिनि कोटि सों जुग भुजग ज्यों ॥
कटि कसि निपंग विसाल भुज गहि चाप विसिख सुधारि कै ।
चितवत मनहुं मृगराज प्रभु गज-राज-घटा निहारि कै ॥

Give the paraphrase of this छन्द and explain the similes.

- (d) सठ सन विनय कुटिल सन प्रीती । सहज कृपिन सन सुन्दर नीती ॥
ममतारत सन ज्ञान कहानी । अति लोभी सन विरति बखानी ॥
क्रोधिहिं सम कामिहिं हरि कथा । ऊसर बीज बये फल जथा ॥

Who said this and when ? Give the purport of the above three चौपाईs.
Are these remarks true ?

- (e) इक हाड़ा बूंदी धनी, मरद महोबा बाल ।
सालत नौरंग की ये दोनों छतसाल ॥
वे देखो छत्ता पता ये देखो छतसाल ।
वे दिल्ली की ढाल ये दिल्ली ढाहन बाल ॥

Show the शब्द माधुर्य in the above.

- VI. (a) Conjugate the verb ‘छीलना’ in the singular only and in the following tenses संदिग्ध वर्तमान, हेतु हेतु मद्भूत and पूर्णभूत tenses.

(b) When does a transitive verb agree with its object in gender and number? Give examples.

(c) Explain the formation of the following compound words:—

पीताम्बर, आन्हा ऊदल, कमलनयनी, महेन्द्र, बुढ़ापा and लकड़हारा.

(d) How do we express आदर (respect) when using pronouns in the first and third persons?

HINDI—Paper II.

I. Translate into Hindi:—

One beautiful summer morning the king rode out with a gay company to fly his falcons, and all unthinking made his way towards the self-same stream where the dark scene had been enacted fourteen years before. No memory of it came to the king now, for his mind was intent upon his sport; but seeing a mill close to the water's side, he determined to rest there and get refreshment for himself and his men.

It was a beautiful place, surrounded by an orchard in which were trees laden with fruit. Some of them grew down to the very water's edge, and the apples glowing golden and red against the green overhung the stream which rushed roaring by to turn the great mill-wheel. The white walls of the ancient mill shook with the vibration, and to the noise of the water was added the rumbling of the gear within. Under the eaves the doves cooed and sparrows chirped merrily among the trees.

II. Write an essay in Hindi on *any one* of the following subjects:—

- (i) The game of Polo.
- (ii) Which is a better means of conveyance—a motor car or an elephant?
- (iii) The character of Kaikeyi as painted in Tulsī Das's Ramayan.

SCIENCE.

1. (a) How would you distinguish a brass ring from a gold one?
(b) Explain clearly why a stone falls down and a balloon rises up.
2. How many units of heat are required to convert 50 grams of ice at 50°C, into water at 50°C? The specific heat of ice 0.5 and the latent heat of water 80.
3. Describe a method of determining the refractive index of a solid medium when a ray of light passes from air into that medium.
4. How would you show that equal and opposite charges are produced when a rod of sealing wax is rubbed with flannel?
5. Indicate the various methods of preparing Oxygen and describe fully any simple method.
6. How can you prove the presence of carbon dioxide in air? Describe an experiment to show the importance of carbon dioxide to plant life.
7. How is an electric current produced?
What is the principle of an electric lamp?

I. Translate into English:—

- (a) अनन्तरं पुनरागतो मृगः पार्श्वेद्धोऽचिन्तयत्—‘को मामितः काल-
पाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः’ । तत्रान्तरे जम्बुकस्त-
त्रागत्योपस्थितोऽचिन्तयत् ‘फलिता तावदस्माकं कपटप्रबन्धेन मनो-
रथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिप्तान्यस्थीनि मया वश्यं
प्राप्तव्यानि । तानि बाहुन्येन भोजनानि भविष्यन्ति ।
- (b) पश्चादलसानां सुखं दृष्ट्वा धूर्त्ता अपि कृत्रिमालस्यं दर्शयित्वा भोज्यं
गच्छन्ति । तदनंतरमलसशालायां बहुद्रव्यव्ययं दृष्ट्वा तन्नियोगिपुरुषैः
परामृष्टं यदक्षमबुद्ध्या करुणया केवलमलसेभ्यो स्वामी वस्तूनि
दापयति ।
- (c) तं दृष्ट्वा लोकपालास्ते भ्राजमानं यथा रविम् ।
तस्थुर्विगतसङ्कल्पा विस्मिता रूपसंपदा ॥
ततोऽन्तरिक्षे विष्टभ्य विमानानि दिवौकसः ।
अब्रुवन्नेषधं राजानमवतीर्य नभस्तलात् ॥
- (d) म विनिःश्वस्य बहुशो रुदित्वा च पुनः पुनः ।
कुशलं चैव मां पृष्ट्वा पश्चादिदमभाषत् ॥
वैषम्यमपि संप्राप्ता गोपायन्ति कुलस्त्रियः ।
आत्मानमात्मना सत्यो जितः स्वर्गो न संशयः ॥

II. Dissolve the compounds:—

मनोरथसिद्धिः, बहुद्रव्यव्ययम्, विगतसङ्कल्पाः, तन्नियोगिपुरुषैः ।

III. Correct the following sentences:—

द्वौ पुरुषौ आगच्छन्ति, एषः नरः अत्र आगतः,
फलिता अस्माकं मनोरथः, त्वया अन्यः रक्षितुं को स्मर्थः ।

IV. Turn the following active into the passive form or vice versa:—

अनेन जलं पीतम्, मृगः पार्श्वेद्धोऽचिन्तयत्, एतस्यास्थीनि मया प्राप्तव्यानि,
ते नैषधं राजानमब्रुवन् ।

VI. Decline तद् (feminine gender), एतद् (masculine gender), पितृ, विद्वस्
(masculine), and पथिन् ।VII. Write in all persons and numbers the potential (विधिलिङ्) of गम्, the
present (लट्) of चूर, the imperative (parasmaipada) of कृ, the perfect of
स्था, and the present (आत्मनेपद) of वृध् ।

SANSKRIT—II.

I. Translate into English:—

- (a) का तव कान्ता कस्ते पुत्रः संसारोऽयमतीव विचित्रः ।
कस्य त्वं वा कुत आयातस्तत्त्वं चिन्तय तदिदं भ्रातः ॥

- (b) अभीर्षां चतुर्णां फलानां मध्ये यत्ते रोचते तद्वृत्तताम् ।
 (c) अहो कन्याणपरंपरा । सत्योऽयं जनप्रवादो यद् विपद्विपदं संपत्संपद-
 मनुवधनाति ।
 (d) मित्र किं कर्तव्यम् । आत्मकृतोऽयं दोषः ।
 (e) अतोऽहं पर्वतशिखरमारूढं तं संवादयानि ।

II. Translate into Sanskrit:—

- (a) I have learnt to-day the truth of the saying that misfortunes do not come alone.
 (b) We should serve a guest with a seat and water.
 (c) The more you think of your misery, the more will be your grief.
 (d) I am building a bridge on the Ganges for people to cross it.
 (e) These two boys get up early in the morning and go out to take their bath.

LAW.

1. Define:—

Criminal force, Kidnapping, Extortion, Stolen property, Robbery, House-breaking, Dishonestly, Voluntarily, Injury and Counterfeit.

2. Define:—"Penal Law" and "Criminal Law."

Explain and state fully which of the above two branches of law it is most necessary for you to become acquainted with and which a Ruler should study most.

3. State the different modes of securing attendance of accused persons and the witnesses in criminal cases and state under what circumstances one mode be substituted for the other.

4. Explain the terms "Manu's Dharama-Shastra."

How long before it came into existence?

On what it is chiefly based?

Is it a just law? Support your answer with reason and illustration

5. Enumerate the powers of the Session Judge, the Magistrate First Class, the Magistrate Second Class, and the Magistrate Third Class, stating briefly what punishments can be inflicted by each of the above said Courts and what sorts of cases are triable by them?

6. Write short notes on the following terms:—

Ancestral property; Self-acquired property; Stridhanam; Partition and joint family.

7. (1) State the principles of Hindu Law re (a) age of the adopted boy. (b) adopted son's right of heirship, (c) right of a son adopted by a female.

(2) What are the vested rights of a Hindu Co-parcener? Who can demand Partition and when?

8. Explain the terms noted below in the light of the principles of Mohamadan Law?

"Mahar-i-misl" "Khula" "Mubarat" "Wakf" "Mutwalli" "Gift" and "a valid bequest."

9. (i) Enumerate all kinds of Wakis with examples.
 (ii) In whose favour can a Wakf be made?
 (iii) How may a "will" be made?
10. Distinguish between—
 (a) Investigation and enquiry.
 (b) Enquiry and trial.
 (c) Examination, cross-examination and re-examination of witnesses.

LAND REVENUE AND SURVEY (AJMER.)

1. What do you understand by the terms:—
 (a) State Revenue.
 (b) State Bank.
 (c) State Treasury.
2. How do you distinguish a Tahsildar from a Treasurer and what powers does the former exercise?
3. Explain:—
 (a) State Council.
 (b) Town Council.
 (c) Village Panchayat.
4. Distinguish direct from indirect benefits of Irrigation giving two examples of each.
5. What papers should a Patwari keep in a Jagir village.
6. When does a personal hereditary Muafi holding become liable to resumption?
7. What is Khasra and what statements has a Patwari to prepare in connection with it?
8. Draw a plan from the following measurements on a scale 100 links to an inch:—

Links.		
	O E	.
	600	250 D
F 150	500	
	350	300 C
G 200	200	
	100	150 B
	O A	

GEOMETRY.

1. P, O, Q are the middle points of the sides AB, BC, CA, of the triangle ABC. Through A a straight line MN is drawn parallel to BC. OP and OQ are drawn and produced to meet MN in M and N. Prove that the triangle MNO is equal in area to the triangle ABC.
2. Two circles intersect at X and Y; prove that XY is bisected at right angles by the straight line joining the centres of the circles.
3. Construct angles of 15° , 30° and 150° without a protractor.
4. Construct a quadrilateral having given its sides and one of its angles.
5. P is a moving point on a fixed line AB; O is a fixed point outside the line. P is joined to O and PO is produced to Q so that $OQ=PO$. What is the locus of Q?
6. O is a point in the angle formed by two lines AB, AC. Through O draw a line, terminated by AB, AC, and bisected at O.
7. On a given straight line construct a segment of a circle to contain a given obtuse angle.
8. Squares are inscribed and circumscribed about a circle. Find the ratio of their areas.

ALGEBRA.

1. (a) If $x-a$ is a factor of $x^2+ax-32$ what is the value of a ?
 (b) Simplify $\frac{a^2-b^2}{a^2+b^2} \times \frac{ac+bc-ad-bd}{ac-bc+ad-bd} \times \frac{c+d}{c-d}$
2. (a) Find the area of the triangle formed by the straight lines $x=4$, $y=0$, $2x+y=16$.
 (b) Write down the equations of the lines bisecting the angles between the lines $x=0$ and $y=0$.
3. A man goes a journey of 100 miles partly by train at 40 miles per hour and partly by bullock cart at 2 miles per hour. He takes 8 hours over the journey. How far did he travel by train?
4. Solve the equations:—

$$\frac{3}{2x+3} - \frac{1}{2-x} = \frac{19}{2(2x+3)(x-2)}$$
5. The majority against a certain motion is 10% of the total number voting. If 10 of those who voted against the motion had voted for it the votes would have been evenly divided. How many voted for the motion?
6. Solve the equations:—

$$(a) \ x^2 - 2x + \frac{36}{x^2 - 2x} = 15$$

$$(b) \ 5x^3 - 4x^2 = 5x - 4$$

Simplify:—

$$\left(1 - 2\frac{y}{x} + \frac{y^2}{x^2}\right) \times \frac{x+y}{\frac{x}{y} - \frac{y}{x}} \div \left(\frac{x}{y} - \frac{y}{x}\right)$$

RESULTS

OF ALL THE

CHIEFS' COLLEGES.

ANNEXURE

Chiefs' Colleges Diploma

Roll No.	NAME.	ENGLISH						HISTORY AND GEOGRAPHY.				VERNACULAR			ALTERNATIVE			
		English Prose.	English Poetry.	Essay and General Knowledge	Oral Examination	Translation, Vernacular into English	Total.	English History.	Indian History	Geography.	Total	Text and Grammar.	Translation, Composition and petition reading.	Total	Arithmetic.	Administration		
																Law	Land Revenue and Surveying	Total
	Maximum marks	50	50	50	50	25	225	50	50	50	150	25	25	50	50	50	50	100
	Distinction marks ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	First Division ... ..	..	..	..	..	..	150	..	..	..	100	..	..	34	34	..	..	67
	Second Division ... ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Third Division and Pass ... ..	..	..	..	..	..	75	..	..	..	45	..	..	15	15	..	..	30
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MAYO COLLEGE, AJMER.																	
1	Bhanwar Shatrughal of Shahpura ...	23	29	18	31	10	111	22	26	22	70	7	12	10	15	27	30	57
2	Kanwar Rup Narayan Dube of Indore, C.I.	27	32	31	46	15	151	33	31	24	88	11	15	26	15	35	36	71
3	Sardar Madho Rao Phalke of Gwalior ...	16	20	19	20	8	83	18	25	20	63	11	17	28	21	19	36	55
4	Sardar Krishna Rao Mahadik of Gwalior ..	22	27	13	42	15	119	24	22	32	77	17	20	3	35	..	..	..
5	Thakur Partap Singh of Bijnpur, Mewar...	8	14	12	30	7	71	12	21	16	49	12	16	28	3	18	36	64
6	Shrimant Dharmyashil Rao of Dhar, C.I. ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	Thakur Bharat Singh of Pipalda Kotah ..	29	33	28	46	11	147	23	24	28	75	5	10	15	18	20	31	61
8	Kanwar Jaswant Rao Puar of Dewas J.B.C.I.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	Thakur Rameshwar Singh of Bandaowara, Ajmer	5	4	14	27	10	60	13	13	18	44	8	21	20	1	12	24	36
10	Maharaj Mehtab Singh of Bamulia, Kotah ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	Rao Bhairon Singh of Nizamnagar, Alwar...	12	12	15	43	7	89	12	18	14	44	7	18	25	0	17	22	39
12	Thakur Govind Singh of Raipur, Marwar...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	Kanwar Umed Singh of Nimsra, Marwar...	16	21	14	33	12	95	22	31	20	73	14	18	32	32	24	32	56
	AITCHISON COLLEGE, LAHORE.																	
14	Sardar Harcharan Singh of Shekhupura ...	35	21	23	36	7	132	23	28	21	72	8	11	19	39	29	15	4
15	Thakur Kanti Chand of Amritsar ...	26	20	17	30	14	107	21	27	30	78	12	19	31	22	25	30	5
16	Khan Sher Ahmad Khan of Makhad, Attock ..	17	16	9	45	10	97	16	13	19	48	12	18	30	16	19	17	3
17	Malik Saughar Khan of Darapur, Jhelum...	24	10	15	33	7	89	25	18	21	64	10	12	22	27	25	13	3
18	Raja Naurang Singh of Satauguri, Kangra ..	12	10	8	26	10	66	18	24	25	71	8	16	24	41	22	21	4
19	Sodhi Harnam Singh of Sultankhanwala, Ferozepur ...	22	21	10	26	10	89	20	27	29	76	11	14	27	45	..	..	..
20	Malik Ghulam Mohammad (Khan Nun of Fatehbad, Shahpur ...	14	18	18	34	9	93	7	24	29	60	11	14	25	18	13	17	1
21	Sardar Jogindar Singh of Manakmajra, Ambala ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
22	Mirza Ghulam Muinud Din of Lahore ...	37	28	27	43	16	151	26	25	26	77	13	14	27	43	..	..	..
23	Khan Asmatullah Khan of Isa Khel, Mianwali ...	20	23	16	25	7	91	7	22	17	46	12	14	26	27	..	..	..
24	Sardar Hurdit Singh of Khiva, Gujrat ...	27	23	12	25	3	90	8	18	26	52	8	12	20	31	..	..	..
25	Sardar Jagjit Singh Man of Mananwala, Shekhupura ...	18	24	12	19	9	82	21	22	18	61	13	15	28	26	26	27	..
	RAJKUMAR COLLEGE, RAIPUR																	
26	K Narsingh Pratap Doo of Dhenkanal ...	41	35	37	30	10	153	31	31	41	103	15	21	36	31	..	..	..
27	K Kishore Chandra Doo of Athmalik ...	17	28	17	17	12	91	15	24	27	66	23	23	46	32	..	..	..
28	K. Sureshwar Das of Nandgaon ...	35	21	28	33	7	124	32	28	36	96	10	13	23	13	..	..	..
29	K Sheo Prasad Singh of Uprora ...	23	27	28	23	7	107	33	26	38	97	10	18	28	24	..	..	..

0.

Examination for 1923.

SUBJECTS.			OPTIONAL SUBJECTS.									Grand Total.	VERNACULARS, ALTERNATIVE AND OPTIONAL SUBJECTS P.—Persian. Sk.—Sanskrit. U.—Urdu. H.—Hindi. G.—Gujarati. M.—Marathi. T.—Telugu. Ua.—Uriya. Ad.—Administration Math.—Mathematics. Sc.—Science. D.—Drawing	REMARKS.		
Mathematics.			Science.			Classical Language.			Drawing.							
Geometry.	Algebra.	Total.	Science paper.	Science practical.	Total.	Text and Grammar	Translation.	Total.	Drawing.	Geometrical Drawing	Total.					
50	50	100	50	25	75	50	25	75	50	25	75	650				
...				
...	...	67	...	...	50	...	...	50	...	...	50	435				
...	...	...	...	...	...	...	...	...	...	...	...	325				
...	...	30	...	...	23	...	...	23	...	...	23	217				
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
...	...	...	...	...	...	...	...	...	...	...	...	...	Pass or Fail.	Division	Distinction in—	
...	...	...	...	...	...	18	11	29	...	...	...	301	Sk., H., Ad.	Passed.	III	English Administration
...	...	...	28	11	39	...	...	...	...	...	...	390	Sc., H., Ad.	Passed.	II	.....
...	...	...	25	9	34	...	...	...	...	...	...	284	Sc., M., Ad.	Passed.	III	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., M., Ad.	Absent	.....	.....
32	16	48	26	18	44	...	...	...	...	...	...	360	Sc., H., Math.	Passed.	II	Vernacular and Arithmetic
...	...	...	19	8	27	...	...	...	...	...	...	232	Sc., H., Ad.	Failed.	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., H., Ad.	Absent.	.....	.....
...	...	...	34	11	45	...	...	...	...	...	...	349	Sc., H., Ad.	Passed.	II	.....
...	...	...	...	...	...	13	12	25	...	...	...	195	Sk., H., Ad.	Failed.	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., H., Ad.	Absent.	.....	.....
...	...	...	...	...	...	10	11	21	...	...	...	218	Sk., H., Ad.	Failed.	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sk., H., Ad.	Absent.	.....	.....
...	...	...	...	...	...	42	23	65	...	...	...	353	Sk., H., Ad.	Passed.	II	Classical Language.
...	...	...	27	14	41	...	...	...	...	...	...	337	Sc., H., Ad.	Passed.	II	Arithmetic.
...	...	...	...	...	...	18	15	33	...	...	...	326	Sk., H., Ad.	Passed.	II	.....
...	...	...	...	...	...	40	12	52	...	...	...	279	P., U., Ad.	Passed.	III	.....
...	...	...	...	...	...	27	8	35	...	...	...	275	P., U., Ad.	Passed.	III	.....
...	...	...	...	...	...	23	12	35	...	...	...	280	Sk., H., Ad.	Failed	.....	.....
42	26	68	19	12	31	...	...	...	...	...	...	334	Sc., U., Math.	Passed	II	Arithmetic & Mathematics
...	...	...	...	...	...	24	10	34	...	...	...	260	P., U., Ad.	Passed.	III	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., U., Ad.	Absent	.....	.....
42	23	65	21	15	36	...	...	...	...	...	...	399	Sc., U., Math.	Passed	II	English and Arithmetic
30	15	45	23	19	42	...	...	...	...	...	...	277	Sc., U., Math.	Passed.	III	.....
17	23	40	13	10	23	...	...	...	...	...	...	256	Sc., U., Math.	Passed.	III	.....
...	...	...	26	9	35	...	...	...	...	...	...	285	Sc., U., Ad.	Passed.	III	.....
25	42	67	39	25	64	...	...	...	...	...	...	454	Sc., Ua., Math.	Passed.	I	English, History and Geography, Vernacular, Mathematics and Science
15	20	35	19	15	34	...	...	...	...	...	...	304	Sc., Ua., Math.	Passed	III	.....
11	6	16	29	18	47	...	...	...	...	...	...	319	Sc., H., Math.	Failed.	.....	.....
32	23	55	34	22	56	...	...	...	...	...	...	337	Sc., H., Math.	Passed	II	.....

J. A. RICHEY,

Educational Commissioner with the Government of India

ANNEXURE P.

Inspectors' Report on the Mayo College, Ajmer.

Visited from March 5th to 7th. 1923.

General—The splendid buildings of the Mayo College are too well-known to need description. The teaching block contains a fine hall and some excellent class rooms. The science rooms are particularly good.

The students live in houses erected by the various States of Rajputana. In some of these convenience has been sacrificed to appearance. The submission of applications for admission to the College is made by the State Durbars. Any application received by the Principal direct is referred by him to the Durbar of the State of the applicant. In this way the standard of qualifications required for admission into a Chiefs' College is satisfactorily maintained. Each boarding house is under the superintendence of a Motamid appointed and paid by the Durbar but for the purpose of College discipline, etc., under the orders of the Principal. This does not appear to me a sound arrangement; the Motamids should hold their appointments from the College authorities. Possibly some arrangement by which the College Committee should select for such appointments from among candidates nominated by the Durbars might be made. There are in addition a few houses in the College compound which may be hired and occupied by the ruling princes or their heirs while they attend the College. The various houses are supervised by members of the staff. There are at present 120 students in the College—a number larger than in any recent year. Games are carefully organised and compulsory throughout the College. In some of these, *e.g.*, polo, the standard is very high.

Finances.—The financial condition of the Mayo College has in recent years given cause for considerable anxiety. In January 1921, the question was seriously considered by the Managing Committee. As a result of a circular issued by the Agent to the Governor-General a member of the Indian Audit Department Mr. Sundaram, was deputed to carry out investigations into the finances of the College. This work he carried out very carefully and the majority of the recommendations made by him were accepted. The most notable suggestions accepted by the Managing Committee were:—

- (i) the charging of a minimum fee Rs. 10/- per mensem to Rajputana boys, and of the same fee to Central India boys as they would pay if they attended the Daly College, Indore;
- (ii) the contribution of Rs. 10,000/- per annum from the Post Diploma Fund to the ordinary maintenance charges of the College in consideration of the work done by the College Staff, and
- (iii) the closing of the Colvin House, or the junior boys boarding house, which had cost the College on an average about Rs. 6,000/- per annum.

As the result of these and other economies, *e.g.*, requiring the boys to buy their own books, the permanent financial position of the College appears to be as follows:—

Interest from endowments (10½ lakhs)	...	...	...	Rs. 41,000/-
Income from fees	...	...	average	„ 30,000/-
Contribution from Indian States	...	...	...	„ 4,700/-
Rent of houses	...	...	...	„ 3,000/-
Interest on Post-Diploma Fund	...	...	...	„ 6,750/-
Miscellaneous receipts from sale of books, games etc.,	...	...	...	„ 5,000/-
Total	...	...	...	Rs. 90,450/-

Against this the normal expenditure is approximately Rs. 1,35,000/- per annum. This leaves a deficit of Rs. 45,000/- per annum which is covered by the annual contribution from the Government of India of half a lakh.

Staff.—The full staff of this institution at the present time consists of four European officers in the Indian Educational Service and eleven Indian masters on pay ranging from Rs. 100/- to Rs. 500/-. With the exception of the Drawing Master who was trained at the Mayo School of Arts, Lahore, all the Indian Masters are graduates, two of them being trained. The rate of pay of the Indian staff was revised in January 1920, but cannot be said to be fully satisfactory yet since it is considered desirable to allow the masters to add to their emoluments by private tuition. Of the European staff rarely more than three are present in the College in any one term; the fourth post may in fact be counted as a leave reserve.

The normal staff of fourteen includes a Drawing Master and a Science Master whose time is completely devoted to Science, and the Principal who should naturally not be a whole-time worker. In actual practice the Principal takes no less than twenty hours a week which appears to me excessive in view of the manifold duties of superintendence, organisation, correspondence, etc., with which he is charged. Assistance is lent to the staff by various persons either freely or for some allowances, for example, the Extra Assistant Commissioner takes two hours, and the Tehsildar four hours with the Diploma and Post-Diploma candidates in Administration; the games master takes no less than 22 periods a week and the European tutor of one of the Kumars six periods. This is exclusive of the teaching of Mahrathi and Oriya by their special tutors in College time to boys whose vernacular is one of these tongues, the College providing only teaching in Hindi. It is obvious therefore that the staff is not excessive in view of the number of classes and the variety of subjects taught. On the other hand no teacher is required to put in more than 27 of the 34 weekly periods of class teaching and several of them take less.

Organization of the College work.—There are twelve classes in the College, *i.e.*, nine in the school and three Post-Diploma classes. That is to say, a boy entering the school at 8—the normal age of entry—should pass his Diploma at the age of 17 and the Post Diploma examination—corresponding to a Degree,—at the age of 20. The 8th, the lowest class, is divided into two sections and the work in it is designed to cover a period of two years. There are also for the time being two sections in the fourth class but these are parallel.

The school is divided into nine sets in Mathematics but otherwise the boys take all their subjects with their forms. This does not mean that the work of the classes is conducted by form masters. On the contrary the work of every form is divided up among a number of teachers. This is in part inevitable. The Science work, Sanskrit and Drawing must naturally be assigned to specialists but each form master might, I think, have some more real interest in and connection with his form than may arise from his responsibility for tabulating the monthly marks. At present the 7th master is responsible for the seventh form and so on without reference to the amount of work that he may take with this form.

English text throughout the school is taken by the four European members of the staff while the Principal takes one hour in English conversation with each class once a week except the lowest class which he takes once a fortnight. In this way the boys are familiarised with the natural English accent. The remaining English “subjects” in each class, *i.e.*, composition, dictation, copy-writing, and translation, are not assigned to single masters. If this could be done undoubtedly it would be an advantage. In all the other subjects the work of each class in each subject is assigned to one master. English is begun in the lowest class and is introduced gradually as the medium of instruction till the fifth where it entirely replaces the vernacular as the medium. Hindi is the normal vernacular of the classes, but Marathi, Gujrati and even Oriya have to be taught to some of the boys.

The day's work in the College is from 10 to 2 divided into six periods but the smaller boys are let off at 1-20, except on Saturdays when the whole school closes at 1-45. In addition to the four hours in school there are two supervised preparation hours in the houses, one in the morning and one in the evening. The hours are certainly not long but I am doubtful whether boys can work more than 4 hours on end with only five minutes' break in the middle. I understand that the holding of two sessions is difficult owing to the distance which some of the boys have to walk from their boarding houses to the College;

but I recommend that this question be considered. Four periods of three quarters of an hour each in the morning and two such periods in the early afternoon would make a better working day.

Work of the College.—I tested the Diploma class individually in English for the examination. I also saw a certain amount of the work in every form.

The English pronunciation is distinctly good in the upper classes. I would suggest that more use might be made of recitation as a means for teaching pronunciation. The learning of suitable poetry by heart appeals to boys and is of considerable educational value. None of the senior boys had learnt any poetry.

The written work in the College is neat and carefully corrected, particularly in Geography. I am not quite sure that in such subjects as English and Arithmetic too great a distinction is not made between oral and written work. In Arithmetic with lower classes ten minutes of every period might well be devoted to the practice of rapid calculation *e.g.*, addition and subtraction, first of plain figures and afterwards of compound sums. In the higher stages the sums might deal with practical problems of College and ordinary life. In the same way a lesson in English text, composition or writing might be lightened by five minutes' general conversation.

The classes vary considerably in readiness of response, variations being no doubt largely due to the presence in certain classes of boys who entered the College at a comparatively advanced age. The fifth class, for example gave intelligent answers to questions in Geography and some members of the fourth were also quick. The second class on the other hand with one or two exceptions may find some difficulty in passing the Diploma examination next year. It was a great pleasure to spend an hour discussing their English work with the Post-Diploma students. Of these there are two in the first year, one in the second year and four in the Post-Diploma class. The difference between these grades is very marked. The four senior boys appear to have acquired a genuine liking for the reading of good English.

Indeed I am glad to find that good number of boys in the upper classes read books for their own pleasure showing individual taste.

The work of the Drawing Master is careful and the results shown are neat. In view of the proficiency of some of the senior scholars I suggest the introduction of more interesting subjects in higher classes *e.g.*, sketches from nature. Science is taught by a very experienced master and the rooms and equipment provided for this subject are excellent. The work has always been favourably criticised by science inspectors.

Conclusion.—I consider that the staff and more especially the Principal, Mr. Leslie Jones, to whom the results are largely due are to be congratulated on the present high standard of efficiency of this institution both in work and play.

ANNEXURE Q.

Mayo College, Ajmer.

Curriculum for 1923-24.

Post-Diploma Class—3rd year.

English.

Text Books:—

- (1) Selected Short Stories—World's Classics Series (Clarendon Press) Rs. 2/4/-.
- (2) Creasy:—Fifteen Decisive Battles Re. 1/12/-.
- (3) Shakespeare:—The Tempest—Richard II.
- (4) Thackeray: The Four Georges.
- (5) Selections from Palgrave's Golden Treasury Rs. 1/4/-.
- (6) Chaucer—The Prologue Rs. 2/3/-.

Essay and Grammar.

General knowledge, including a study of Economic questions.

History.

- (7) Vincent Smith:—Oxford History of India (in 3 Vols.) Rs. 10/5/-.
- (8) Vincent Smith:—Early History of India.
- (9) Lane Poole:—Mediæval India Rs. 7/8/-.
- (10) Robert:—Historical Geography of India Pts. I and II.
- (11) Ramsay Muir:—Making of British India Rs. 6/3/-.
- (12) Anderson:—British Administration in India (Newest Edition) Rs. 3/-.

Administration and Subjects for the Lower Standard Examination, Ajmer-Merwara.

I.—ADMINISTRATION.

- (13) Notes on State Administration.
 - (14) The Famine Code (Ajmer-Merwara) Rs. 10/-.
- Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- | | | |
|--|---|---|
| <ol style="list-style-type: none"> (15) { (16) { | <p>The Ajmer Land Revenue Regulation II of 1877.</p> <p>The Irrigation Regulation and Rules.</p> <p>The Land Acquisition Act.</p> <p>The Ajmer Land Alienation Regulation III of 1914 with Rules.</p> <p>Land Improvement Loans Act of 1883 with Rules.</p> <p>Agriculturists Loans Act of 1884 with Rules.</p> | <p>Manual of Laws Rs. 2/8/-</p> <p>Manual of Rules Rs. 5/-.</p> |
|--|---|---|

III.—JUDICIAL.

- (17) The Indian Penal Code Re. 1/4/- and Amended Acts with the Whipping Act Rs. 2/6/-.
- (18) The Code of Criminal Procedure Rs. 2/-.
- (19) The Code of Civil Procedure Rs. 2/-.
- (20) The Evidence Act Re. -/8/-.
- (21) The Ajmer Courts Regulation.
- (22) The Ajmer Laws Regulation.
- (23) The Ajmer Government Wards Regulation 1888 with Rules.
- (24) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.

Translation of a simple piece of English into Hindi in three characters.

Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Religion.

- (25) The World's Eternal Religion Rs. 5/1/-.

Post-Diploma Class.—2nd year

English.

1. Text Books:—

The same as for 3rd year.
Essay Writing and Grammar.
General knowledge.

History.

- (7) Vincent Smith:—Oxford History of India Vol. II.
- (9) Lane Poole:—Medieval India.
- (10) Robert:—Historical Geography of India-Vols. I and II.

Administration.

I.—ADMINISTRATION.

The same as for 3rd year! (In Parts).

II.—REVENUE.

- (15) A.—*General Revenue Laws*:—(Manual of Laws Rs. 2/3/-)

Land and Revenue Regulation II of 1877.
Irrigation Regulation VIII of 1887,
Agriculturists Loans Act XII of 1884,
Land Improvement Loans Act XIX of 1883.

- (16) B.—*General Revenue Rules*:—(Manual of Rules Rs. 5/-)

Patwaris, Girdawars and Registrar Girdawars Rules.
Rules for Survey and Boundary marks.
Irrigation Rules.
Rules for the maintenance of Village Maps.
Rules for Assessment of Land Revenue on villages under the variable system.
Tagavi Rules.
Other Revenue Rules:—
Mutation Rules; Wasil-baki Nawis Rules; Appointment and dismissal of Lambardars; Duties of Lambardars and Patels; Duties of Tahsildars; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL:—

- (1) Revenue work in Camp.
- (2) Surveying and Computation of Area.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

- (26) VII.—Arithmetic—Chakravarti's Arithmetic.

VIII.—Law:—

- (17) The Indian Penal Code Re. 1/4/-.
- (19) The Civil Procedure Code (in Part) Rs. 2/-.
- (18) The Criminal Procedure Code (in Part) Rs. 2/-.
- (20) The Evidence Act (in Part) Re. -/8/-.

Economics.

- (27) Economics—Mrs. Fawcett's Political Economy Rs. 2/12/-.

Religion.

- (25) The World's Eternal Religion Rs. 5/1/-.

Post-Diploma Class.—1st. year.

English.

Text Books:—The same as for 3rd year.

Essay Writing and Grammar.

General knowledge.

History.

Text Books:—The same as for 2nd year.

Administration.

I.—ADMINISTRATION.

(13) Notes on State Accounts Re. -/7/6.

(14) Famine Code (Revised Edition) Rs. 10/-.

II.—REVENUE.

(16) A.—General Revenue Laws.

Land and Revenue Regulation II of 1877.

Irrigation Regulation VIII of 1887.

(16) B.—General Revenue Rules.

Patwari Rules.

Rules for Survey and Boundary marks.

Rules for Assessment of Land Revenue under the variable system.

Wasil-baki Nawis Rules.

III.—SURVEYING:—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

26) VI.—Arithmetic—Chakravarti's Arithmetic.

VII.—Law:—

(19) The Civil Procedure Code (in Part) Rs. 2/-.

(17) The Indian Penal Code Rs. 1/4/-.

Economics.

The same as for 2nd year.

Religion.

25) The World's Eternal Religion Rs. 5/1/-.

First Class—Diploma Class.

Compulsory Subjects.

English.

1. Text Books:—

(28) Prose:—Rider Haggard—King Solomon's Mines.

(29) Poetry:—Shakespeare—Henry V.

(30) Stanley Weyman—The House of the Wolf.

(31) Tennyson:—The Coming and Passing of Arthur.

} For rapid reading.

2. Essay and Grammar.

3. Translation.

4. General knowledge.

History and Geography.

HISTORY:—

- (a) *English*—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important Imperial and Social questions should be examined in greater detail.
- (32) Junior Cambridge Historical Reader Rs. 2/11/-.
- (b) *Indian*—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.
- (33) Vincent Smith:—Oxford University Students' History of India Rs. 3/5/-.
- (34) Joppen's Historical Atlas Rs. 1/10/6.

GEOGRAPHY:—

No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (35) Morrison's Junior Geography of India, Burma and Ceylon Re. 1/2/-.
- (36) The Atlas Geographies—British Empire Re. 1/14/-.
- (37) The Atlas Geographies—British Isles Rs. 2/-.
- (38) The Atlas Geographies—Physical Geography Rs. 2/4/-.

Maps to be drawn—India and the British Colonies.

Mathematics.

Special Group Set I.—

- (39) ARITHMETIC:—Pendlebury and Tait—Chapters 1-40 Rs. 2/12/-
(Corresponding with the Allahabad University Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken).

- (40) (a) URDU:—(Allahabad University Course for 1924.) Guldast-i Adab by P. Manohar Lal Zutshi Rs. 1/5/-.

Grammar—General.

Translation—English into Urdu.

Composition.

Petition Reading.

- (41) (b) HINDI:—Prose—(Allahabad University Matriculation Course for 1924.) Hindi Selection in Prose and Poetry (published by Ramdayal Aggarwal) Re. -/13/-.

- (42) Tulsidas' Ramcharitmanas (abridged by Syam Sunder Das) Re. 1/1/-.

- (43) Grammar—By Chandra Mauli Shukul Re. -/4/6.

Translation—English into Hindi.

Composition.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken).

- (44) SCIENCE:—Both Theoretical and Practical—Hill and Mackenzie's Physics and Chemistry for Indian Schools—Parts I-IV Rs. 2/3/-.

- (45) SANSKRIT:—(Allahabad University Matriculation Course for 1924. Selections from Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad) Re. -/9/-.

Grammar—Simple declensions and conjugations, and elementary rules of syntax and compounds.

- (46) K. P. Trivedi's Sanskrit Teacher Part I and II Rs. 4/4/-.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN:—(47) Persian Entrance Course (Punjab University) Re. 1/-.

(48) Grammar—Miftah-ul-Qawaid (Anwar Ahmedi Press, Allahabad). Re. -/5/6/.

Translation—Persian into English and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—(49) Law—Ghaffar Saiyed's Elements of Criminal Law Rs. 3/-.

Lectures on Hindu and Muhammadan Law.

Surveying—Theoretical and Practical by means of Lectures.

Notes on:—(i) Patwari papers, (ii) Revenue Administration and (iii) Irrigation.

ADVANCED MATHEMATICS:—Special Group Set I:—

(50) Algebra—Baker and Bourne—Chapters 1-25 and 36-38 Rs. 2/14/-.

(51) Geometry—Hall and Stevens—Parts I to V with easy deductions.

Theorems—1-18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems 1-19, 22, 23, 25-34 Rs. 3/-.

(Corresponding with the Allahabad University Matriculation Standard).

Religion —(52) Dharmanjli or Dharma Chandrika Re. 1/1/-.

Second Class.

Compulsory Subjects.

English.

TEXT BOOKS:—(53) Conan Doyle—Adventures of Sherlock Holmes Vol. I.

(54) The Indian Heroes.

(55) Shakespeare—Julius Ceasar.

(56) Grammar—New Manual of English Grammar Re. 1/4/-.

(57) Composition—Wren's Progressive Composition Re. 1/8/-.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) (32) English—Junior Cambridge Historical Reader Rs. 2/11/-.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; the Civil War and Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet Government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic War; and the period of reform which follows with the Industrial Revolution).

(b) (33) Indian—Vincent Smith—Oxford Student's History of India Rs. 3/5/-.

The British Period, pp. 132 to end.

GEOGRAPHY:—World with special reference to British Empire and India.

(35) Morrison's Junior Geography of India Re. 1/2/-.

(58) Macmillan's Geographical Exercise Books Nos. I Re. 1/8/- and III Rs. 3/9/-.

(37) The Atlas Geographies—British Isles Rs. 2/-.

(38) The Atlas Geographies—Physical Geography Rs. 2/4/-.

(59) Philip's new School Atlas of comparative Geography.

(60) W. A. K. Johnston's Enlarged Atlas for Indian Schools.

Mathematics

ARITHMETIC:—Special Group Set II.

(39) Pendlebury and Tait—Chapters 1-40 (Two years' Course) Rs. 2/12/-.

Vernacular (one to be taken).

(a) **URDU**:—(40) Gulasta-i-Adab Re. 1/5/-.

(61) Qawaid-i-Urdu Part II (Mission Press, Allahabad), 2nd half
Re. -/5/9.

(62) Majmaui Kagzat-i-Karrawai (Aijaz Muhammadi Press, Lucknow)
Re. -/8/-.

Translation and Composition.

(b) **HINDI**:—(41) (Allahabad University Matriculation Course for 1925), Hindi
Selections in prose and poetry, published by Ram Dayal
Aggarwal Re. -/12/-.

(42) Ramacharitamanasa (abridged), by Syam Sunder Dass Rs 2/1/-.

(43) Grammar—by Chandra Mauli Shukul Re. -/4/6.

Translation—English into Hindi,
Composition.

Drawing.

Buchanan's Art Drawing, Plates, 24-29.

Alternative Subjects.

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

(63) Dr. Hill's Chemistry for Indian Schools, Part III Re. 1/6/-.

SANSKRIT:—(44) (Allahabad University Matriculation Course for 1925). Selections
from Hitopdesha, Purushpariksha and Mahabharata (Belvedere
Press Allahabad) Re -/9/-.

(46) K. P. Trivedi's Sanskrit Teacher Pts. I and II Re. 1/4/-.

Translation:—English into Sanskrit and *vice-versa*.

(64) Upakramanika by Vidyasagar, edited by Bhattacharya (National Press).
Rs. 1/10/6.

PERSIAN:—(47) Punjab University Entrance Course—pp. 103-202 Re. 1/-.

(48) Grammar—Miftah-ul-Qawaid—2nd half Re. -/5/6.

Translation—English into Persian and *vice-versa*.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION:—**LAW**—(49) Gaffar Saiyad's Elements of Criminal Law Rs. 3/-.

General Notes on Land Revenue System.

ADVANCED MATHEMATICS:—Special Group Set II (Two years' Course) as in
Diploma Class.

Religion.—(65) Naveen Dristhimen Praveen Bharat Re. 1/1/-.

Third Class.

Compulsory Subjects.

English,

TEXT BOOKS:—(66) Ker and Cleaver's Heroes of Exploration and Discovery Rs. 2/4/3.

(67) Arnold—Sohrab and Rustum Re. -/12/-.

(56) Grammar—New Manual of English Grammar Re. 1/4/-.

(57) Composition—Wren's Progressive Composition Re. 1/8/-.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY:—(a) (52) English—Junior Cambridge Historical Reader Rs. 2/11/-.

(Early Britain; the Roman Occupation; the Norse Invasion; the Danish and Norman Conquest; Constitutional development under Henry I, Henry II, John deMontfort and Edward I, the Hundred Years' War; and the Wars of the Roses).

(b) (68) Indian—Thompson's Junior History of India (to end of Moghul Empire) Re. 1/2/-

GEOGRAPHY:—The world, with special reference to British Empire and India.

(36) The Atlas Geographies—British Empire Re. 1/14/-

(58) Macmillan's Geographical Exercise, Book No. III Re. 1/3/9.

(69) The British Empire in Pictures Rs. 3/12/-.

(70) Philip's New School Atlas of Comparative Geography.

Mathematics.

ARITHMETIC:—Upper Group Set III.

(39) Pendlebury and Tait—Chapters 1-31 Rs. 2/12/-

ALGEBRA:—(50) Baker and Bourne—Chapters 1-12 Rs. 2/14/-

GEOMETRY:—(71) Hall and Stevens—Parts I and II, with easy deductions Rs. 1/7/-
Theorems—1-18, 20-30; Problems—1-19.

Vernacular (one to be taken).

(a) **URDU:—**(40) Guldasta-i-Adab Re. 1/5/-.

(61) Qawaid-i-Urdu, Part II—(Mission Press, Allahabad) 1st half Re. -/5/9-

(72) Inshai Urdu Shikasta - 1st half.

Translation and Composition.

(b) **HINDI:—**(41) Prose—Selections in Prose and Poetry—Published by Ram Dayal Aggarwal (in part) Re. -/13/-.

(42) Tulsidas - Ramcharitamanasa - (abridged by Syam Sunder Das)—Kishkindha, Sundara and Lanka Kandas Re. 1/1/-.

Grammar—(43) by Chadra Mauli Shukul Re. -/4/6.

Composition and Translation (English into Hindi).

Drawing.

Buchanan's Art Drawing, Plates 19-23.

Alternative Subjects

Science or Second Language (one to be taken).

SCIENCE:—Both Theoretical and Practical.

(73) Hill and Mackenzie's Physics and Chemistry for Indian Schools, Part II Re. -/13/-.

SANSKRIT:—(74 & 75) Bhattacharya's Sanskrit Reader, Parts II Re. -/6/6 and III Re. -/8/6 (Ram Narain Lal).

Grammar—As given in the Reader.

(64) Upakrananika by Vidyasagar edited by Bhattacharya Re. -/10/6.

(46) K. P. Trivedi's Sanskrit Teacher Part I Rs. 2/2/- Part II Re. 2/2/-.

Translation—English into Sanskrit and *vice-versa*.

PERSIAN:—(47) Punjab Entrance Course—pp. 1-103 Re 1/-.

(48) Grammar—Miftah-ul-Qawaid -1st half Re. -/5/6.

Translation—English into Persian and *vice-versa*.

Religion.—(76) Achar Chandrika Re. -/8/3.

Fourth Class.
Compulsory Subjects.

English.

- TEXT BOOKS :—** Prose—(77) High Roads to History, Book III Rs. 2/-
(78) Antony Hope—Count Antonio.
Poetry—(79) English Poetry (2nd Series Ballads) by J. Nelson
Fraser Re. -/6/-.
(56) Grammar—New Manual of English Grammar. Re. 1/4/-.
(57) Composition—Wren's Progressive Composition Re. 1/8/-.
Translation—
Reading, Recitation and Conversation.

History and Geography.

- HISTORY :—** (80) Marsden's History of India for Standards III and IV (in Vernacular).
Hindi Re. -/6/- Urdu Re. -/12/-.
GEOGRAPHY :— No book prescribed—Northern continents.
(81) Philip's Elementary Atlas of Comparative Geography.

Mathematics.

- ARITHMETIC :—** Upper Group Set IV.
(37) Pendlebury and Tait's—Chap. 1—XVII and XXIII-XXVII.
ALGEBRA :— (50) Baker and Bourne—Chapters 1-7 Rs. 2/14/-.
GEOMETRY :— (71) Hall and Steven's—Part I—Theorems 1-16. Problems 1-13, with
easy deductions Re. 1/7/-.

Vernacular (one to be taken).

- (a) **URDU :—** (40) Guldasta-i-Adab Re. 1/5/-.
(82) Qawaid-i-Urdu, Part I (Mission Press, Allahabad), 2nd half Re. -/2/6.
Composition.
(b) **HINDI :—** (83) Hindi Final Reader selection (Indian Press, Allahabad) Re. -/9/6.
(42) Ramcharitmanas Kiskindha Kanada Re. -/4/6.
(84) Balvyakaran, Part II, by Narayan Prasad.
Composition.
Translation—English into Hindi.

Drawing.

- Buchanan's Art Drawing, Plates 13-18.
Model Drawing of cubes, rectangles, cylinders, &c., combined and shading with
colour.

Alternative Subjects.

Science or Second Language (one to be taken).

- SCIENCE :—** Both Theoretical and Practical.
(85) Hill and Mackenzie's Physics and Chemistry for Secondary Schools
Part I Re. -/13/-
SANSKRIT :— (74) Bhattacharya's Sanskrit Reader, Parts I Re. -/5/6 and II Re. -/6/6.
Grammar as given in the Reader.
Translation—English into Sanskrit and *vice-versa*.
PERSIAN :— (86) Gulzar Dabistan, pp. 1-16 and 24-39 Re. -/3/-.
(48) Grammar—Miftah-ul-Qawaid, pp. 1-20. Re. -/5/6
Religion :— (87) Niti Chandrika Re. -/8/3.

Fifth Class.

English:

TEXT BOOKS:— 88) Kingsley's Heroes Re. -/12/-.

(89) Horatius Re. -/6/6.

Composition—Wren's Progressive Composition Re. 1/8/-
Grammar.

Translation and Retranslation.

Reading, Recitation and Composition.

History and Geography.

HISTORY:—(90, Marsden's History of India for Standards III and IV (in Vernacular).
Hindi Re. -/6/- Urdu -/12/-.

GEOGRAPHY:—No book prescribed—Southern Continents.

(81) Philip's Elementary Atlas of Comparative Geography.

Science.—Oral Instruction (Object Lessons).

1. Stages of germination of seeds.
2. Light, air and water are necessary for the growth of plants.
3. Effect of manure and salt on plants.
4. Effect of heat on solids.
5. Effect of heat on water. Evaporation, Steam, Condensation, Rain, Distillation.
6. Effect of heat on air. Movement of hot air, Ventilation.
7. Hot air holds more moisture than cold air.
8. The earth gets hot more quickly than water. Winds, Monsoon.
9. The earth gets cool more quickly than water. Sea breezes.

Observation and record of clouds, rain, direction of wind and temperature.

MINERAL PRODUCTS:—Metals: Iron, Copper, Tin, Lead, Zinc.

NON-METALS:—Sand, Marble, chalk and lime, coal, charcoal, sulphur.

Life History of Frog.

Mathematics.

Middle Group Set V.

ARITHMETIC:—(91) Vernacular Arithmetic for standards V and VI—Chapters 7, 8, 9, 10, except examples on practice.

ALGEBRA:—(50) Baker and Bourne—Chapters 1-6 simple examples only.

GEOMETRY:—(71) Hall and Stevens—Part I. Practical. Problems 1-8.

Vernacular (one to be taken).

(a) **URDU:—**(92) Kamak-i-Urdu—2nd half Re. -/6/6.

(61 A) Qawaid-i-Urdu, Part I—(Mission Press, Allahabad) 1st half Re. -/2/6.
Composition.

(b) **HINDI:—**(93) Sangrah Shiromani (selections) (Indian Press, Allahabad) Re. -/10/-.

(84 A) Balvyakaran Part I by Narayan Prasad Re. -/2/6.
Composition.

Drawing.

Buchanan's Art Drawing. Plates 7-12 of cubes, rectangles, cylinders, &c. Shading with pencil.

Religion.—(94) Brahmacharya Sopan -/3/3.

(95) Raj Shiksha Sopan -/3/3.

Sixth Class.

English.—Text Books:—(96) New English Course for Indian Schools—4th Reader Re. -/15/-.

(97) Nelson's Indian Reader Book 3 Re. 1/1/-.

(98) Children far away (Human Geographies, George Philip and Son) Re. 1/3/6.

(99) Longman's Junior School Poetry Book by Peterson,
Copy writing—Longman's Semi-upright Copy books.

Geography.—No book prescribed—1. World in outline.

2. India in outline (*vide* scheme).

(100) W. A. K. Johnston's Enlarged Atlas for Indian Schools.

Science.—Oral Instruction—(Object Lessons).

Plants and the classification of their parts:—Roots, stems, leaves, flowers, fruits, seeds, and their functions.

Roots used as food:—Turnip, carrot, etc.

Stems " " Sugar-cane, ganth gobi.

Leaves " " Cabbage, sag, podina.

Flowers " " Cauliflower, kachnail.

Fruits " " Orange, lemon, banana.

Seeds " " Barley, pea, gram.

TREES—Identification of some of the common trees of the neighbourhood by their leaves, barks, and general features.

Shisham, Nim, Pipal, Bargad, Babul, Nim-chameli.

GRAINS AND PULSES—Wheat, Barley, Millet, Maize, Urd, Moong, Chana Matar.

OBSERVATION LESSONS ON THE FOLLOWING:—

Cotton, Tobacco, Honey, Oil, Sugar, Milk, Wool, Leather, Butter, Ghee.

Arithmetic.—Middle Group Set VI:—

(101) Vernacular Arithmetic for standards III and IV Chapter 6, and also Vernacular Arithmetic for standards V and VI Chapters 1, 2, 3, 4, 5, 6 omitting Practice.

Practical Geometry—Use of Mathematical Instruments straight lines and angles at a point and their bisection.

Vernacular (one to be taken.)

(a) **URDU**:—(92) Kamak-i-Urdu—1st half Re. -/6/6.

(102) Grammar—Aziz-ul-Mubtadi. Part I Re. -/1/6.

Copy writing—Urdu Copy book Re. -/1/-

Dictation.

(b) **HINDI**:—(103) Lower Middle Hindi Reader—Selections Re. -/7/-.

(84 A) Balvyakaran Part I, by Narayan Prasad Re. -/2/6.

Copy writing—Hindi Copy book Re. -/2/6.

Dictation.

Composition.

Drawing—Buchanan's Art Drawing Plates, 4-6, and Model Drawing, cubes, rectangles at various positions.

(104) **Religio 2.**—Dharm Sopan Re. -/4/3.

Seventh Class.

English.—TEXT BOOKS:—(105) Longman's New English Course for Indian Schools.—3rd Reader Re. -/13/-.

(106) Young India Readers I & II (Oxford University Press) Re. -/2/- each.

Copy writing—Longman's Semi-upright Copy book Re. -/2/6.

Geography.—No book prescribed—Outline Geography of Rajputana, Division of land and water (World Map).

Science.—Object Lessons (in vernacular). The same as for class VIII and following:—

Slate, Pencil, Chair, Umbrella, Knife, a pair of Scissors, Gum, Camphor, Chalk, Pin, Nail, Screw, Needle, Screw-driver, Saw, Chisel.

Arithmetic.—Lower Group Set VII.

(101) Vernacular Arithmetic for standards III and IV Chapters 1, 2, 3, 4 and 5.

Vernacular (one to be taken).

(a) URDU:—(107) Lower Primary Reader Part II.

(108) Qawad-i-Urdu (Nawal Kishore Press).

Grammar—Parts of Speech.

Copy writing—Urdu Copy book Re. -/1/-.

Dictation.

(b) HINDI:—(109) Upper Primary General Reader (Indian Press).

Grammar; Copy writing Hindi Copy book Re. -/2/6.

Dictation.

Drawing.—Buchanan's Art Drawing, Plates 1-3.

Model Drawing, cubes at various positions.

Longman's Blank Drawing Copy book No. 8.

Religion.—(110) Dharm Prashnotri Re. -/4/3.

Eighth Class.

English.—TEXT BOOKS:—(111) Macmillan's New English Reader—Primers I & II. Re. -/4/3 each.

Copy writing—Longman's Semi-upright Copy book Re. -/2/6.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local Map). Plans of class room and compound. Model in sand of picture and plan in Phillip's Chart.

Geography of Ajmer.

Science.—Object Lessons (in vernacular). SIMPLE SHAPES—Straight and curved lines, round, pointed and blunt.

SIMPLE FORMS.—Cube, Cylinder, Cone, Sphere, Square, Rectangle, Triangle, Angle.

SPECIFIC PROPERTIES OF BODIES.—Hard or Soft, Elastic or Inelastic, Brittle or Tough, Transparent or Opaque, Dull or Bright, Thick or Thin Long or Short, Heavy or Light.

TASTE.—Sweet, Bitter, Sour, Salt, Flat.

VEGETABLE.—Carrot, Radish, Brinjal, Potato, Coriander, Methi, Palak, Loki, (Gourd), Bhindi (Lady's finger).

FRUITS.—Orange, Plantain, Guava, Mango, Pomegranate, Tamarind, Plum, Lemon.

ANIMALS —Cow, Buffalo, Goat, Sheep, Cat, Dog, Ass, Horse, Camel, Elephant.

Arithmetic.—Lower Group Set VIII.

Notation and Numeration of Numbers of not more than 12 figures.
The Four Simple Rules. Multiplication Tables from 1-20
Revision of work done in Set IX.

Lower Group Set IX.

Notation and Numeration of Numbers of not more than 6 figures
(one lac or one hundred thousand), both English and Indian
Methods, Addition and Subtraction.

Vernacular (one to be taken).

(a) **URDU:**—A & B Sections—(112) Urdu ka Naya Qaida (Indian Press, Allahabad). Re. -/1/6.

(113) Urdu Reader Class B Re. -/3/3.

(114) Lower Primary Reader, No. 1.

Copy writing—Urdu Copy book Re. -/1/-.

(b) **HINDI:**—A & B Sections—(115) Hindi Primer (Indian Press) Re. -/1/6.

(116) Hindi Reader for Preparatory Class B (Nawal Kishore Press)
Re. -/2/3.

(117) Hindi Reader for Class I (Nawal Kishore Press) Re. -/2/9.

Copy writing—Hindi Copy book Re. -/2/6.

Drawing.—Longman's Blank Drawing Copy book No. 8.

Freehand:—Straight and curved lines in various positions.

Religion.—(118) Sadachar Sopan Re. -/1/3.

ANNEXURE R.*Detailed results of the Annual Examinations.***POST DIPLOMA CLASS—THIRD YEAR.**

Subjects.	English.	History.	Administration.	Total.	REMARKS.
Full Marks.	710	710	1420	2840	
Shaikh Ahsan Muhammad of Shaikhupura Badaun, U. P.	473	536	1039	2048	Passed.
Sardar Rajendra Singh of Kapurthala ...	331	415	1048	1794	Passed.
Kanwar Raghuraj Singh of Alipura, C. I.	391	361	1014	1766	Passed.
Kanwar Shyam Narayan Dube of Indore.	324	490	899	1713	Passed.

*Prize Winners:—*SHAIKH AHSAN MUHAMMAD English, History.

S. RAJENDRA SINGH Administration, Law.

POST DIPLOMA CLASS—SECOND YEAR.

Subjects.	English.	History.	Administration.	Law.	Science or Political Economy.	Translation.	Religion.	Girdawar's Exami- nation.	Total.	REMARKS.
Full Marks.	500	150	100	200	100	50	50	560	1710	
Kanwar Lakshman Singh of Katthiwara ...	207	76	60	114	56	29	38	462	1042	

*Prize Winner:—*KANWAR LAKSHMAN SINGH Girdawar's Examination.

POST DIPLOMA CLASS—FIRST YEAR.

Subjects.	English.	History.	Law.	Administration.	Vernacular.	Translation.	Arithmetic.	Surveying.	Science or Political Economy.	Religion.	Total.	REMARKS.
Full Marks.	500	150	300	150	50	50	50	50	100	50	1400	
Shaikh Afzaluddin Haider of Badaun, U. P.	189	67	220	40	46	35	35	46	70	40	788	
Thakur Kesri Singh of Khinwasar, Marwar.	171	46	152	35	47	28	28	38	55	37	637	

Prize Winner:—SHAIKH AFZALUDDIN HAIDER Law.

DIPLOMA CLASS.

Subjects.	English.	History and Geography.	Vernacular.	Arithmetic.	Administration or Advanced Mathematics.	Science or Second Language.	Total.	REMARKS.
Full Marks.	225	150	50	50	100	75	650	
Kanwar Rup Narayan Dube of Indore, C. I.	151	88	26	15	71	39	390	Passed.
Thakur Pratap Singh of Bijapur, Mewar.	119	77	37	35	48	44	360	Passed.
Kanwar Umed Singh of Nimera, Marwar.	95	73	32	32	56	65	353	Passed.
Kanwar Jashwant Rao Puar of Dewas, J.B.C.I.	147	75	15	18	51	43	349	Passed.
Bhanwar Shatrughai of Shahpura ...	111	70	19	15	57	29	301	Passed.
Sardar Madho Rao Phalke of Gwalior ...	83	63	28	21	55	34	284	Passed.
Sardar Krishna Rao Mahadik of Gwalior ...	...	...	...	...	...	...	...	Absent.
Shrimant Dhairyashil Rao of Dhar, C. I.	71	49	28	3	54	27	232	Failed.
Thakur Bharat Singh of Pipalda, Kotah ...	...	...	...	...	...	...	...	Absent.
Thakur Rameshwar Singh of Bandanwara, Ajmer	60	44	29	1	36	25	195	Failed.
Rao Bhairon Singh of Nizamnagar, Alwar.	89	41	25	0	39	21	218	Failed.
Thakur Govind Singh of Raipur, Marwar.	...	...	...	...	...	...	...	Absent.

Prize Winners:—KANWAR RUP NARAYAN DUBE English, Administration.

THAKUR PRATAP SINGH Arithmetic, Vernacular.

KANWAR UMED SINGH Classical Language.

SECOND CLASS

Subjects.	English.	History and Geography.	Arithmetic.	Law Administration or Advanced Mathematics	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	50	50	75	50	25	50	675	
Kanwar Jait Singh of Khandela, Jaipur ...	166	98	37	41	50	34	12	30	468	
Bhanwar Lal Singh of Lunawada, Rewakantha	117	74	35	31	50	24	13	27	371	
Kanwar Ganpat Singh of Daspan, Marwar.	126	91	50	38	36	17	16	25	399	
Kanwar Ganesh Pal of Hadoti, Karauli ...	74	57	39	26	32	14	20	24	286	
Kanwar Raj Singh of Chomu, Jaipur ...	...	...	...	...	...	...	...	...	...	Absent.
Kanwar Swarup Singh of Chimraoli, Alwar.	40	38	25	23	8	17	18	31	200	Fails in English, History and Geography, Sanskrit and Aggregate.
Raja Pashupati Pratap Singh of Bansi, U. P.	...	...	...	...	...	...	...	...	...	Absent.
His Highness Maharaja Arimardan Singh of Charkhari, C. I. ... ..	...	...	...	...	...	...	...	...	...	Absent.

Prize Winners:—KANWAR JAIT SINGH Class Prize, Sanskrit.

KANWAR GANPAT SINGH Arithmetic.

THIRD CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	100	75	50	25	50	675	
Kanwar Narayan Singh of Kishengarh ...	121	87	84	36	26	18	43	415	
Kanwar Himmat Singh of Khandela, Jaipur	129	84	69	44	27	10	47	410	
Bhanwar Natwar Singh of Lunawada, Rewa- kantha	120	85	54	44	27	13	48	391	
Kanwar Shambhu Singh of Deogaon Bag- hera, Ajmer	89	61	68	30	22	19	38	327	Fails in Aggregate.
Kanwar Amar Singh of Ramgarh, Jaipur...	106	73	58	35	24	0	26	322	Fails in Aggregate and Drawing.
Kanwar Shivnath Singh of Alwar ...	97	74	55	23	17	20	32	318	Fails in Aggregate and Sanskrit.
Kanwar Durga Dass of Chomu, Jaipur ...	101	51	42	38	23	9	34	298	Fails in Aggregate.
Maharaj Gulab Singh of Kotra, Kotah ...	79	44	56	34	15	18	29	275	Fails in Aggregate, Vernacular, History and Geography.
Kanwar Balbir Singh of Bharatpur ...	78	46	54	21	17	16	23	255	Fails in Aggregate, Science, History and Geography.
Kanwar Sher Singh of Balunda, Marwar ...	69	26	49	4	17	10	17	192	Fails in Aggregate, Science, English, History and Geography.
Kanwar Bahadur Singh of Malsisar, Jaipur.	23	4	80	40	26	13	37	219	
Patait Gaurishankar Shikherdeo of Gangpur, Orissa	55			Absent.				300	

Prize Winners:—KANWAR NARAYAN SINGH ... Class Prize.

KANWAR HIMMAT SINGH ... Indian History.

BHANWAR NATWAR SINGH ... Religion.

FOURTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science or Second Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	175	100	100	50	50	25	40	540	
Maharaj Virbhadra Singh of Dungarpur —	140	64	77	37	42	19	34	413	
Kanwar Narayan Singh of Danta, Mahikantha	123	57	77	40	43	22	33	395	
Bhanwar Yubrajdt Singh of Oel, U. P. ...	99	60	76	42	43	21	30	371	
Maharaj Kumar Ramranbijai Prasad Singh of Dumraon, Orissa	117	42	87	33	30	16	22	347	
His Highness Maharawal Lakshman Singh of Dungarpur	111	54	50	28	33	18	33	327	
Maharaj Kumar Bhim Singh of Kotah ..	139	41	51	34	28	16	18	327	
Maharaj Balbir Singh of Khatoli, Kotah ...	100	46	52	20	31	12	28	289	
Thakur Nahar Singh of Awa, Marwar ...	81	42	67	18	25	15	24	272	
Kanwar Daleep Singh of Batera, Mewar ...	67	64	41	28	25	19	27	271	
Maharaj Ajit Singh of Jodhpur, Marwar ...	109	40	40	14	20	18	16	257	Fails in Aggregate, and Science.
Kanwar Prithi Singh of Danta, Mahikantha.	52	52	50	19	22	20	27	242	Fails in English and Aggregate.
Kanwar Balwant Singh of Danta, Mahikantha	36	9	27	9	12	16	9	118	Fails in English, History, Mathematics, Vernacular, Religion and Aggregate

Prize Winners: KANWAR NARAYAN SINGH DANTA ... Science and Drawing.

BHANWAR YUBRAJDUT SINGH ... Urdu.

MAHARAJ KUMAR RAMRANBIJAI PRASAD SINGH ... Mathematics.

MAHARAJ VIRBHADRA SINGH ... Geography, Class Prize.

KANWAR DALIP SINGH ... Geography.

MAHARAJ KUMAR BHIM SINGH ... Special English Prize.

FIFTH CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	160	80	80	40	40	20	30	450	
Kanwar Bijai Singh of Batera, Mewar ...	87	58	69	30	20	15	24	303	
Kanwar Kishore Singh of Khilerian, Bikaner.	90	64	52	28	29	10	24	297	
Kanwar Manohar Singh of Bedla, Mewar...	83	49	68	29	24	15	18	286	
Kanwar Ram Singh of Harsoli, Jaipur ...	94	43	69	20	29	11	17	283	
Bhanwar Virbhadra Singh of Lunawada, Rewakantha ...	107	38	56	29	21	13	15	279	
Kanwar Parbat Singh of Sakthali, Partabgarh ...	74	34	60	24	14	15	20	241	
Sahibzadah Mir Fateh Ali Khan of Banganapalli, Madras ...	69	37	57	13	20	15	20	231	
Kanwar Narendra Singh of Wair, Bharatpur.	72	28	67	13	16	16	15	227	
Sahibzadah Mir Inayat Ali Khan of Banganapalli, Madras ...	53	29	61	14	23	18	24	222	Fails in Aggregate.
Kanwar Man Singh of Banera, Mewar ...	60	25	45	17	20	12	12	191	Fails in History, Geography and Aggregate.
Kanwar Sajjan Singh of Mansa, Mahikantha ...	62	24	25	22	25	7	15	180	Fails in History and Geography, Mathematics and Aggregate.
Maharaj Kumar Subhak Singh, of Baria, Rewakantha ...	70	23	27	10	14	14	8	166	Fails in History and Geography, Science and Aggregate.
Maharaj Kumar Prithi Singh of Baria, Rewakantha ...	51	7	28	8	10	9	0	113	Fails in English, History and Geography, Science, Vernacular, Religion, and Aggregate.
Bhanwar Ram Singh of Partabgarh ...				Absent.					

Prize Winners:—KANWAR RAM SINGH HARSOLI ... Class Prize.

KANWAR KISHORE SINGH ... History.

KANWAR BIJAI SINGH ... Examination.

BHANWAR VIRBHADRA SINGH ... English.

SIXTH CLASS.

Subjects.	English.	Geography, Arithmetic and Geometrical Drawing.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	150	40	70	40	40	20	25	385
Kanwar Harnath Singh of Daspan, Marwar.	93	35	64	31	25	17	20	285
Kanwar Raghuraj Singh of Koela, Kotah...	111	32	50	17	29	14	24	277
Kanwar Raghunath Singh of Harsoli, Jaipur	88	33	45	21	25	16	23	251
Kanwar Bijai Singh of Jhalamand, Marwar	75	33	62	24	19	18	16	247
Thakur Umed Singh of Nimaj, Marwar ...	85	29	50	20	29	11	19	243
Kanwar Raghvendra Singh of Bharatpur...	71	25	56	27	19	15	20	233
Rao Hamir Singh of Polo, Mahikantha ...	77	24	41	28	31	10	22	233
Maharaja Sumer Singh of Indergarh, Kotah.	110	23	25	11	28	7	23	227 Fails in Object Lessons.
Kanwar Jashwant Singh of Mansa, Mahikantha	91	22	23	23	33	7	18	217
Kanwar Deep Singh of Sarthal, Kotah ...	73	35	37	21	18	14	17	215
Khawas Govind Lal of Burja, Alwar ...	71	22	48	19	14	15	20	209
Kanwar Sawai Singh of Danta, Mahikantha	68	18	32	21	17	12	20	188 Fails in Aggregate.
Kanwar Umrao Singh of Chomu, Jaipur ...	62	26	32	20	15	13	12	180 Fails in Aggregate.
Thakur Bhawani Singh of Renwal, Jaipur...	54	20	19	22	19	10	21	165 Fails in Arithmetic and Aggregate.
Kanwar Giriraj Singh of Dholpur ...	60	11	37	18	14	12	12	164 Fails in Geography and Aggregate.
Thakur Jagat Singh of Pusod, Kotah ...	44	26	20	21	16	15	17	159 Fails in English and Arithmetic.
Tika Anand Chand of Bilaspur, Punjab ...				Absent.	...			

Prize Winners:—KANWAR HARNATH SINGH ... Examination.

KANWAR RAGHURAJ SINGH ... Class Prize.

KANWAR BIJAI SINGH JHALAMAND ... Drawing.

SEVENTH CLASS.

Subjects	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	30	40	20	30	20	20	260	
Kanwar Magan Singh of Bogera, Bikaner.	80	29	36	17	23	12	16	213	
Maharaj Kumar Rajendra Narayan Deo of Patna	78	28	39	14	23	12	18	212	
Kanwar Randhir Singh of Koela, Kotah ...	83	28	28	12	17	15	8	191	
Kanwar Sultan Singh of Padampura, Jaipur	49	14	34	16	22	14	9	158	
Bha. Kanwar Pratap Singh of Rupaheli, Mewar	41	25	33	12	16	8	16	151	
Kanwar Sajjan Singh of Junia, Ajmer ...	35	16	35	13	14	12	10	135	
Kanwar Narendra Singh of Alwar ...	44	23	12	13	16	7	15	130	Fails in Arithmetic.
Kanwar Amar Singh of Junia, Ajmer ...	47	22	$\frac{17^*}{40}$	9	16	9	9	129	Fails in Aggregate.
Sahibzadah Muhammad Abdul Latif Khan of Tonk	46	3	14	11	23	9	19	125	Fails in Geography and Aggregate.
Thakur Narayan Singh of Bijwar-Chauhan, Alwar	35	13	20	13	12	13	8	114	Fails in Aggregate.
Maharaj Shankar Singh of Banswara ...	36	20	$\frac{8^*}{40}$	10	15	13	10	112	Fails in Arithmetic and Aggregate.
Thakur Zabar Singh of Bera, Marwar	30	9	$\frac{13^*}{40}$	8	10	13	9	92	Fails in English, Geography and Aggregate
Kanwar Hari Singh of Banssi, Mewar ...	44	0	5	6	15	7	8	85	Fails in Geography, Arithmetic, Object Lessons and Aggregate.

Prize Winners :—MAHARAJ KUMAR RAJENDRA NARAYAN DEO. Class Prize, Arithmetic.

KANWAR MAGAN SINGH Class Prize.

KANWAR RANDHIR SINGH English.

* Read Arithmetic with Set. 8 (VIII Class).

EIGHTH CLASS—A SECTION.

Subjects.	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	30	40	20	30	20	20	260	
Saiyad Saeed Bin Taimur of Muscat ...	79	29	32	18	28	18	19	223	
Rawat Shambhu Singh of Gyangarh, Mewar	67	28	23	16	25	16	18	193	
Kanwar Vinai Singh of Mohanpur, Mahi- kantha	73	25	24	12	25	15	18	192	
Bhanwar Praveen Singh of Lunawada, Re- wakantha	68	25	23	18	18	15	14	171	
Maharaja Bhairon Singh of Kherli, Kotah...	70	20	17	14	20			172	
Raj Daulat Singh of Kelwa, Mewar ...	61	28	21	14	17	14	17	172	
Rao Raja Girdharisaran Singh of Bharatpur	74	19	19	11	17	7	19	166	
Thakur Madho Singh of Langarwas, Alwar	62	16	21	16	22	17	8	162	
Rao Takht Singh of Jawas, Mewar ..	62	25	16	11	13	11	18	156	
Maharaj Nagendra Singh of Dungarpur ...	59	28	10	18	17	10	13	155	Fails in Arithmetic.
Maharaj Udai Singh of, Mewar...	58	12	16	14	18	16	18	152	
Thakur Dhara Singh of Rasulpur,	29	10	10	10	10	10	10	100	
Kanwar Kesri Singh of Suveri, Mewar ...	57	25	14	10	12	11	13	142	
Kanwar Shivdan Singh of Kherwa, Mewar.	53	17	10	9	16	12	7	124	Fails in Arithmetic and Aggregate.
Rawal Lal Singh of Sindhri, Marwar ...	55	8	12	11	16	4	8	114	Fails in Geography, Arithmetic, Drawing and Aggregate.
Rawat Khuman Singh of Chawand, Mewar.	49	12	14	7	13	8	8	111	Fails in Aggregate.
Thakur Gulab Singh of Sindhri, Marwar...	28	10	6	9	10	10	7	80	Fails in English, Arithmetic and Aggregate.
Rao Himmat Singh of Garhi, Banswara ...	...	...	...	...	...	...	...	...

Prize Winners:—SAIYAD SAEED Class Prize, English.

RAO RAJA GIRDHARI SARAN SINGH ... Religion.

* Read with Set. 7 (VII Class,) hence given full marks of the VII Class A. though he actually got 26 only in the VII class examination.